

Introduction to Women's & Gender Studies 1100 Subject Outline 2008

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Course Description:

Drawing upon historical and contemporary feminist ideas and scholarship we will examine how social systems and power relations create and sustain the gendered categories 'feminine' and 'masculine'. With attention to both global and local contexts, we will explore the power structures and intersections of gender, race, class, ethnicity, sexuality, culture, ability and age, and how they affect people's lives differently. We also examine the on-going tensions between continuity and change relating to gender formation by studying the various ways in which people have and continue to actively work for social change. The course aims to sharpen students' critical awareness of how gender and power operate in institutional and social contexts and in their own lives.

In the Fall term, we will examine specific historical ideas about women which are socio-historically constructed through culturally dominant discourses, such as those found in education, religion, politics, literature, medicine etc. These dominant views about women have become 'naturalized' over time and are used to stereotype and position women to particular social and political roles, many of which continue to shape and influence our contemporary ideas about women. Through careful consideration, we will explore how past ideas about women's position and status in everyday life was profoundly influenced not only by gender but by race, class, sexuality, ability and age as well. We will draw on these interdisciplinary theories about women to better understand how women's lives are structured today.

In the Winter term, we will turn attention to the third wave of the feminist movement and a concept that emerged from the second wave, that the 'personal is political.' Through a blend of theory and stories (others' and our own), we will consider how diverse areas of focus and debate within feminism's third wave intersect with gender and its contemporary constructions. In particular, we will pay attention to the concepts of *difference* and *location* (e.g., related to race, class, sexuality, ability, nationality, age, size, etc.) and how these act to shape experiences. We will also critically consider an assortment of current topics within Women's Studies and Gender Studies—media, violence, work, food, health, nature, animals, multiculturalism, and activism—are how gender connects to them. Throughout the term, we will work toward uncovering the persistence of gender as a category of organization and what it means in our personal and political lives.

Required Textbooks: (available at the Bookstore)

Introduction to Women's & Gender Studies 1100: Fall Course Reading Package, 2008
Introduction to Women's & Gender Studies 1100 Winter Course Reading Package 2009

Course Evaluation:

Fall Term:

Participation in Tutorials	5%
Practicing Anti-Plagiarism Assignment	5% (September 23 rd)
Critical Readings Review	25% (November 11 th)
December Examination	15% (Date set by Registrar)

Winter Term:

Participation in tutorials	5%
Three response papers	15%
Zine	15%
April final exam	15% (Date set by Registrar)

** All assignments must be: typed double-spaced, Times New Roman Font, 2.54 cm margins.

FALL TERM:

1. Participation in Tutorials (5%)

Students will be evaluated on a combination of their attendance and participation.

It is your responsibility to come to the tutorial prepared (having done all the readings!) and with questions that have arisen from the readings. Please be aware that a full grade will not be assigned simply for talking a lot. Rather, you must contribute to the discussion in a meaningful and respectful way while being mindful that you are one part of the group.

2. Practicing Anti-plagiarism Assignment (5%)

Due in Lecture on September 23rd

The goal of this assignment is to teach students how to edit actively for potential plagiarism. Plagiarism includes, but is not limited to: paraphrasing of an author without citing them; directly reproducing an author without citing them; the submission of work that is not one's own or for which other credit has been obtained; improper collaboration in group work; copying or using unauthorized aids in tests and examinations. Students are expected to know the University's policy on plagiarism and will need to familiarize themselves with this policy before beginning this assignment. It can be located at:

<http://calendar.lakeheadu.ca/current/contents/regulations/univregslXacdishon.html>

Students are not able to move on to the next assignment until they have successfully passed this assignment. However, due dates for all assignments remain firm, so students are encouraged to successfully complete this assignment in a timely manner. Until a successful paper is written, the student will write new example paragraphs and explanations based on new articles by the instructor.

Instructions:

1. Write a paragraph that plagiarizes from: Week 1 Reading

"Imagery and Symbolism in the Definition of Women" by the Hunter College Women's Studies Collective, *Women's Realities, Women's Choices: An Introduction to Women's Studies*.

2. Next, write the same paragraph with the same information without plagiarizing. In one page, explain why the first paragraph is plagiarized and why the second one is not.

Once you have successfully completed the assignment you will sign a contract acknowledging that you understand plagiarism and that you will not plagiarize on future assignments.

3. Critical Readings Review (25%)

Due in Lecture on November 11th

6-8 pages excluding Bibliography and title page

The goal of this assignment is to illustrate how gender, as a construct of social analysis, is historically and socially-constructed. Using specific historical examples from the societies we have covered in class, demonstrate your knowledge of the theoretical concepts of biological determinism and social constructivism to clearly establish how dominant views about 'femininity' and 'masculinity' were socially and historically constructed. Within your analysis, outline the specific roles and status of women in the particular time period you have chosen to discuss and suggest how or why these predominant views gained saliency at the time. Pay particular attention to ideas about race, class, sexuality and age and ask critical questions such as: who promoted the dominant views about women; how were ideas about women shared; in whose interest was it that ideas about 'woman' have particular meanings; how did the realities of women's lives reflect or not the experiences of women at the time; what characteristics or roles do women continue to assume or resist in our contemporary settings; and why do particular meanings about 'woman' have such resiliency. This assignment is a critical reading assessment. Use a minimum of four (4) course readings of your choice from the Fall Reading Package to support your argument and explanation of how gender is historically and socially constructed.

Further instructions will be provided in-class.

4. December Examination (15%)

Date set by Registrar

** Please do not make any travel plans until the Exam Schedule is finalized. I will not provide alternative exam dates.

Topics & Readings by Week:

Week 1 (September 4th):

Introduction & Overview: Course Outline, Assignments

Week 2 (September 9th):

Women's Studies & the Socio-historical and Cultural Construction of Gender

1. Hunter College Women's Studies Collective. "Introduction to Women's Studies," *Women's Realities, Women's Choices: An Introduction to Women's Studies*. New York: Oxford University Press, 1995: 3-17.

2. Hunter College Women's Studies Collective. "Imagery and Symbolism in the Definition of Women," *Women's Realities, Women's Choices: An Introduction to Women's Studies*. New York: Oxford University Press, 1995:18-26.

Week 3 (September 16th):

Dominant Ideas about Women in Classical Greece & Rome

1. Aristotle. "The Differences Between Men and Women," in *History of Ideas on Women*. Rosemary Agonito. Ed. New York: Perigee Books & The Berkley Publishing Group, 1977: 40-54.
2. Kinnear, Mary. "Greece – Ancient Athens," *Daughters of Time: Women in the Western Tradition*. Ann Arbor: University of Michigan Press, 1983: 23-37.
3. Livy, Titus Livius. "The Rape of Lucretia," *The Early History of Rome. Book I-V of the History of Rome from its Foundation*. Translated by Aubrey De Selincourt. Strand, London: Penguin Books, 1971: 96-101.

Week 4 (September 23rd)

Christian Ideals & Women's Place

** Practicing Anti-plagiarism Assignment Due in Class

1. King James version of the Bible. "The Creation and Fall of Man and Woman (Genesis)," *History of Ideas on Women*. Rosemary Agonito, Ed. New York: Perigee Press & The Berkley Publishing Group, 1977: 19-22.
2. Anderson, Bonnie & Zinsser, Judith. "The Effects of Christianity," *A History of their Own: Women in Europe*. New York: Harper & Row, 1988: 67-84.
3. O'Faolain, Julia & Martines, Lauro. Eds. "Virginité," *Not in God's Image*. New York: Harper & Row, 1973: 194-202.

Week 5 (October 7th)

Witchcraft & the Witch Trials

1. Julia O'Faolain and Lauro Martines. Eds. "Witches," *Not in God's Image*, New York: Harper & Row, 1973: 207-218.
2. Monter, E. William. "The Pedestal and the Stake: Courtly Love and Witchcraft," *Becoming Visible: Women in European History*. Renate Bridenthal and Claudia Koonz. Eds. Boston: Houghton Mifflin Co., 1977: 119-136.
3. Merchant, Carolyn. "Nature as Disorder: Women and Witches," *The Death of Nature: Women, Ecology and the Scientific Revolution*. New York: HarperSanFrancisco, A Division of HarperCollinsPublishers, 1983: 127-148.

Week 6 (October 14th)

The Scientific Revolution: Women, Nature & Science

1. Anderson, Bonnie S. and Zinsser, Judith P. "The Legacies of Renaissance Humanism and the Scientific Revolution," *A History of Their Own: Women in Europe from Prehistory to the Present, Volume II*. New York: HarperPerennial, A Division of HarperCollinsPublishers, 1988: 83-99.
2. Evelyn Fox Keller. "Spirit and Reason at the Birth of Modern Science," *Reflections on Gender and Science*. New Haven and London: Yale University Press, 1985: 43-65.

Week 7 (October 21st)

The Rights of "Woman"

1. Jean Jacques Rousseau (1755). "Paternity and the Origin of Political Power," *History of Ideas on Women*. Rosemary Agonito, Ed. 11 New York: Perigee Press & The Berkley Publishing Group, 1977: 115-120.
2. Wollstonecraft, Mary. (England, 1792) "A Vindication of the Rights of Woman," *The Essential Feminist Reader*. Estelle B. Freedman. Ed. New York: Modern Library, Random House Publishing Group, 2007: 24-36.

Week 8 (October 28th)

Domesticating Women

1. Ju-Chen, Li. (China c. 1800). "Flowers in the Mirror," *The Essential Feminist Reader*. Estelle B. Freedman. Ed. New York: Modern Library, Random House Publishing Group, 2007: 37- 46.
2. Toshiko, Kishida. (Japan, 1883). "Daughters in Boxes," *The Essential Feminist Reader*. Estelle B. Freedman. Ed. New York: Modern Library, Random House Publishing Group, 2007: 99-103.
3. Engels, Fredrich. (Germany, 1884). "The Origin of the Family, Private Property and the State," *The Essential Feminist Reader*. Estelle B. Freedman. Ed. New York: Modern Library, Random House Publishing Group, 2007: 104-11.
4. Anthony, Susan B. (United States 1875) "Social Purity," *The Essential Feminist Reader*. Estelle B. Freedman. Ed. New York: Modern Library, Random House Publishing Group, 2007: 85-91.

Week 9 (November 4th)

Victorian Ideology & its' Impacts on Women in the 19th Century

1. Corrado-Pope, Barbara. "Angels in the Devil's Workshop: Leisured and Charitable Women in Nineteenth-Century England and France," *Becoming Visible: Women in European History*. Renate Bridenthal and Claudia Koonz. Ed. Boston: Houghton Mifflin Co., 1977: 296-324.
2. Van Kirk, Sylvia. "The Role of Native Women in the Fur Trade Society of Western Canada, 1670-1830," *Rethinking Canada: The Promise of Women's History*. Toronto: Copp Clark Pitman Ltd., 1986: 59-66.

Week 10 (November 11th)

Pioneers & Suffragists: 1st Wave Feminism

** Critical Readings Review Due in Class

1. Truth, Sojourner. "Ain't I a Woman?" *Norton Anthology of Literature by Women*. Sandra Gilbert and Susan Gubar, Eds. New York: W. W. Norton & Co., 1985: 369-373.
2. Woolf, Virginia. "Professions for Women," *Norton Anthology of Literature by Women*. Sandra Gilbert and Susan Gubar. Eds. New York: W. W. Norton & Co., 1985: 1205-1214.
3. McClung, Nellie. "Ever a Crusader," *Rethinking Canada: Promise of Women's History*. Veronica Strong-Boag. Ed. New York: 1985: 961- 974.

Week 11 (November 18th)

The Rise of the Second-Wave

1. Friedan, Betty. "The Problem with No Name," *Feminist Theory: A Reader*. W. Kolmar and F. Bartowski. Eds. Boston: McGraw Hill, 2005: 198-203.
2. Griffen Cohen, Marjorie. "The Canadian Women's Movement," *Canadian Women's Issues, Vol I.*, P. R. Pierson, M. Griffin Cohen, P. Bourng and P. Masters. Eds. Toronto: James Lorimer & Company Publishers, 1993: 1-31.

Week 12 (November 25th)

Body Politics: Gender, Health and Sexuality

1. Shaw, S. and Lee, J. Eds. "Bodies, Nature and Women," *Women's Voices. Feminist Visions*. 3rd Edition. Boston: McGraw Hill, 2007: 232-247.
2. Roach Pierson, R. "The Politics of the Body," *Canadian Women's Issues Vol I: Strong Voices*. R. Pierson, M. Griffin Cohen, P. Bourng and P. Masters. Eds. Toronto: James Lorimer & Company Publishers, 1993: 98-122
3. Boscoe, Madeline, Basen, Gwynne, Alleyne, Ghislaine, Bourrier-Lacroix, Barbara and White, Susan of the Canadian Women's Health Network. "The Women's Health Movement: Looking Back and Moving Forward," *Canadian Women's Studies, Vol 24, no 1 2005: 7-13*.
4. Rich, Adrienne. "Compulsory Heterosexuality and Lesbian Existence," *Feminist Theory. A Reader*. W. Kolmar and F. Bartowski. Eds. Buston: McGraw Hill, 2005: 347-356.

December

MID-TERM EXAM - Date set by Registrar