Welcome to Women’s Studies 1100. This course is an introduction to the interdisciplinary field of women’s and gender studies. We examine: how socially constructed ideas about women fail to reflect and meet the needs of women’s actual lived experience; how present-day constructions of women have been shaped by the past so that what we consider ‘normal’ and permanent is actually culturally and historically bound; and how gender intersects with class, race, age, ability and sexuality to shape different women’s lives in complicated ways.

This term we will critically examine historical examples about the ‘nature’ of women that developed in one-third (western) world thought and which have been the most influential in structuring women’s lives locally and globally. The central theme of the first semester is that historically social values about women were used as political tools to circumscribe women’s labour, sexuality, social roles and cultural and political authority. These ideas continue to shape institutions and individual perceptions. We will also explore central concepts in the feminist lexicon and the development of first, second and third wave feminism(s) as responses to the restrictions placed upon women.

In the second semester current issues will be explored. A further course outline will be distributed in January.

COURSE WEBSITE
There is a website for this course where you will find questions for discussion, announcements and more. All documents will be in .DOC format. The website can be accessed through WebCT. The easiest way to access WebCT is through MyInfo on the Lakehead Homepage.

Required Texts
Students must purchase:


AND

Custom coursepack, *Women’s Studies 1100*.

Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>5%</td>
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<tr>
<td>Cite-right assignment</td>
<td>5% DUE: October 6</td>
</tr>
<tr>
<td>Short paper</td>
<td>20% DUE: November 3</td>
</tr>
<tr>
<td>Exam</td>
<td>20%</td>
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</table>

NOTE: The exam will be scheduled by the registrar and cannot be changed for your personal plans. Do NOT make assumptions about holidays, travel or departure from Thunder Bay until the exam schedule is posted.
Participation:
Your grade will reflect both attendance and your willingness to actively engage with course materials. Active listening is just as important as speaking.

Please Note
Please bear 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, colour, religion, class, sexual orientation, ability, age, place of origin, etc. Students are required to respect these 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. Discussion must always respect the values of diversity and tolerance of difference.

Written Assignments:

Plagiarism / Academic Dishonesty

Keep a printout or photocopy of all your work. You are also required to keep the research notes and drafts of your work that produced the assignments. Failure to do so may result in loss of credit for the assignment.

"Plagiarism" shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.

2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.

3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

(a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.

(b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.
A copy of the "Code of Student Behaviour and Disciplinary Procedures" including sections on plagiarism and other forms of misconduct may be obtained from the Office of the Registrar: http://calendar.lakeheadu.ca/current/contents/regulations/univregslXacadishon.html

Students are reminded that late papers will be penalized 5% per day, including weekends and holidays, unless PRIOR approval for an extension has been obtained from the instructor. All written work will be evaluated based on organization, presentation, grammar and clarity as well as content. Rough drafts of papers can be submitted for review, but must be ready for review one week before the final due date. For your own protection, keep a hard copy of all work submitted for this course.

1. CITE-RIGHT ASSIGNMENT

The goal of this assignment is to teach students how to edit actively for potential plagiarism. Plagiarism includes, but is not limited to: paraphrasing 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.

Write a paragraph that plagiarizes from the passage provided. Then write a paragraph with the same information without plagiarizing. In one page, explain why the first paragraph is plagiarized, and why the second one is not.

2. SHORT PAPER

Students must choose between two assignments for this paper, a social location paper or an oral history project. The instructions for the two papers are below.

Social Location Paper

**Assignment length**: 3-5 pages.

The ability to acknowledge and articulate your own “social location” is important in the development of your feminist consciousness. It is also critical to feminist study to recognize the importance of the valuation of women’s lived experience. This assignment is designed to help you define your own social location and explore your lived experience and how both shape your worldview. Your social location determines how you view the world and the people in it, and how you construct or interpret reality. Women’s and men’s lived experiences form the contexts in which they experience certain aspects of their lives. Throughout history women and men have experienced events differently as a result of their social location. Your social location might include: gender, age, family situation, race, religion, socio-economic status, ethnicity, immigration, age, sexual orientation and ability. Some components of your social location may be more dominant than others i.e. your race over your gender. Each individual’s lived experience is likely a reflection of his/her social location and in many respects a person’s social location impacts their lived experience. This has a great deal of meaning to understanding feminist movement.

For example some of the categories that may define your social location may be as being white, 21 years old, middle class, student, straight, able-bodied, Christian, single, female. As a result of your social location you will likely view the world and what is happening in the world quite differently than say an 80 year old woman, or a 40 year male. Your lived experience of being a woman/man based on your social location may be very different than other people you know.
And conversely your current, past or future social location may be impacted by your lived experience. Your experience of certain events may be different based on ‘where you stand’ for example.

In this assignment you are asked to define your social location, and explore your lived experience in relation to work, relationships and family.

Part 1:
In no more than two paragraphs you are asked to define your own social location. Use full sentences and describe who you are based on your age, social class, gender, education, race/ethnicity, religion, ability, sexual orientation and so on.

Part 2:
Taking into consideration your social location you are asked to describe and analyze your lived experience and how you believe it may have shaped who you have become, and how it may have had an impact on your worldview in relation to the roles of men and women in the public and private sphere. For example if you grew up in a relatively privileged home what are your views now on poverty; if you grew up in a single parent home what are your views on marriage etc. Specifically, you are to address your views regarding the roles of women and men in work, both inside and outside of the home; the experience of having children and raising a family; and of being a partner or a wife or husband.

Questions you may wish to consider are:
1. What is your experience of work? What do you do to earn an income? What do you want to do to earn an income and why? How long do you expect to work? Will you always work? Do you wish to work inside or outside of the home? Are you or will you be happy in your chosen field of work?
2. What are your ideas about having children? Do you wish to have children? Why? How do you expect to raise your children? Do you/or will you work inside or outside of the home? Will childcare be paid for? Will childcare be shared with a partner? Did you/will you expect someone to stay home to raise a family?
3. What do you expect your experience of being a partner will be? Is marriage important to you? Why? Do you expect to get married once or more than once or never?

OR

Oral History Paper

Assignment length: 3-5 pages.

This is an individual writing assignment in which you will interview a woman about her life experiences. You should focus your interview around a single topic or a small group of topics, such as the role of women in the family, women and education, paid work experiences, body image, leisure activities, women’s health, reproductive choices, sexual norms, or any other topic that is of interest to you.

Your interview should take place in person. You will need to prepare interview questions in advance and should plan for the interview to take a minimum of 30 minutes. While your interview questions will provide a starting point and structure for the interview, the interview should ideally be open-ended, you should ask follow-up questions when appropriate, and you should let the experiences and perceptions of your interviewee guide the interview itself. After doing the interview, you will write a 3 to 5 page paper which discusses the experiences of your
interviewee. Along with your essay, you will also turn in your original list of interview questions, and your hand-written interview notes.

Some questions to consider in planning your interview include the following:

1. How do/did the women in your study place themselves in terms of racial, ethnic, social class, national and religious identification, physical or other disability, etc.?

2. What are/were their educational and employment histories? What were their expectations versus their realities in these areas?

3. What are/were their marital or partnership histories, including age at marriage and ages at the time of birth of their first and last children? Were there separations, divorces, and/or widowhoods? What factors affected the satisfactory or unsatisfactory nature of their marriages and/or partnered relationships?

4. What were the conditions under which your respondents kept/keep house and care(d) for children?

5. What sexual mores, including use of birth control and attitudes toward sexuality of all kinds, affect(ed) their intimate personal relationships?

6. What are/were your respondents’ feelings about their bodies and physical appearance?

7. What activist experiences have your respondents had in any capacity (association with, participation in)?

8. What are/were your respondents’ expectations for themselves and their daughters (or daughters-in-law)?

You must get the explicit, informed consent of the person to be interviewed, and she must sign a consent document (to be provided by the instructor). Informed consent requires you to maintain confidentiality about what you are told, and to explain to the person being interviewed that there is no risk in being interviewed. Nonetheless, interviewees may be shy in talking about these subjects and you must respect their right to silence on any given issue. Do not share the information from the interviews with anyone other than the instructor. Listen carefully and let your respondents talk about the things they believe are important and interesting about their lives. You may want to tape-record the interviews and listen to or transcribe them before writing your paper. At the very least, you should take notes during the interviews to use for reference in writing your paper. Be sure to erase the tapes and to shred interview notes after the paper is completed.

**Bonus Mark Optional Assignments – maximum 5 – 1% each**

You can receive up to five bonus marks this term by volunteering at a Women’s or Gender-focused organization, by contributing to a social justice oriented organization or activity, by attending a talk or special event on women’s or gender issues on campus or in the community or by completing a one page response to the readings for a particular week. You will need to submit a one-page summary describing your participation and the learning outcome for each activity/event. Your summary should include:

- The name and nature of the organization or activity
- The date(s) of your activity
• The nature of your involvement
• How the organization or activity or talk is feminist or gender-focused
• Links to the readings and concepts covered in class or class-materials
• What you have learned through your participation/involvement in the activity/organization

Suggested locations for volunteer work as well as notices of upcoming talks and events which you may wish to attend to complete this optional assignment will be regularly posted on the course WebCT.

If you choose to do the bonus work via responses to the readings, the following guidelines will be useful:

The objective of a response paper is for you to be able to show that you both understand and engage with the readings. In the first half of the response you are to concentrate on discussing the main themes, ideas, questions or concepts that are raised in your choice of readings, a summary of the main points. The second half of the response should be focused on your response and analysis of the themes, ideas, questions and concepts you have raised in the first half of the paper.

Summary: In order to adequately summarize the readings you must attempt to address the main points of the article to approximately a paragraph. You must do this in your own words and remember to cite appropriately as these ideas are not your own.

Analysis: This is an opportunity for you to express your own thoughts on the ideas the author presents. You may use the first person, “I” in this section. I am looking for your response here.

NOTE: All materials in support of bonus marks must be submitted on or before December 1, 2011.

Weekly Schedule for Lectures and Readings (may be subject to change)

1. September 15
   Introduction to Women’s Studies
   Key Concepts I
   Film:
   Therese Shechter, “I Was a Teenage Feminist”

2. September 22
   Key Concepts II
   Readings:

3. September 29
   Women’s studies: methods, ethics and history of the discipline
Readings:

4. October 6
Ideas about women: science and medicine
Readings:
Nelly Oudshoorn, “Sex and the Body”, An Introduction to Women’s Studies, 6-9.
Barbara Ehrenreich and Deidre English, “Exorcising the Midwives”, An Introduction to Women’s Studies, 77-80.

5. October 13
Ideas about women: religion
Readings:
Beth Brant, “This is History”, Food and Spirits (Press Gang Press, 1997), Gen 1:27 and Gen 2:21-22; Gal 3:38.
Margot Badran, “Competing Agenda: Feminists, Islam and the State in Nineteenth and Twentieth Century Egypt”, An Introduction to Women’s Studies, 185-190.

6. October 20
Colonizing minds and bodies I: state violence and racialization
Readings:
Linda Gordon, “Malthusianism”, An Introduction to Women’s Studies, 57-60.
Kathleen Blee, “The First Ku Klux Klan”, An Introduction to Women’s Studies, 234-239.
Wilma Mankiller and Micheal Wallis, excerpt from “Mankiller: A Chief and Her People”, An Introduction to Women’s Studies, 415-418.

7. October 27
Colonizing minds and bodies II: domesticating women
Readings:
Amy Kaplan, “Manifest Domesticity”, An Introduction to Women’s Studies, 160-164.
Anna Davin, “Imperialism and Motherhood”, An Introduction to Women’s Studies, 60-66.
Angela Davis, “Reproductive Rights”, An Introduction to Women’s Studies, 103-107.
8. **November 3**  
*Colonizing minds and bodies III: personal violence against women*  
**Readings:**  

9. **November 10**  
*Representations of women: literature as power and resistance*  
**Readings:**  
Stuart Ewen and Elizabeth Ewen, “The Bribe of Frankenstein”, *An Introduction to Women’s Studies*, 298-301.  
Rassundari Devi, “The Sixth Composition”, *An Introduction to Women’s Studies*, 301-303.  
Pat Dean, “Literacy: Liberation or Lip Service?”*, An Introduction to Women’s Studies*, 304-305.  

10. **November 17**  
*First wave feminism(s)*  
**Readings:**  
Leila Rupp, “The International First Wave”, *An Introduction to Women’s Studies*, 240-245.  

11. **November 24**  
*Second wave feminism(s)*  
**Readings:**  

12. **December 1**  
*Catch-up and Exam Review*
Text and Course Reading Guide By Week

1. September 15
   No reading
   Film: Therese Shechter, “I Was a Teenage Feminist” (loaned out through the GIC)

2. September 22: All in Course Package


3. September 29: All in Course Package


4. October 6: All in Text

   Nelly Oudshoorn, “Sex and the Body”, An Introduction to Women’s Studies, 6-9.
   Barbara Ehrenreich and Deidre English, “Exorcising the Midwives”, An Introduction to Women’s Studies, 77-80.

5. October 13: 1 in Course Package and 1 in Text

   Beth Brant, “This is History”, Food and Spirits (Press Gang Press, 1997), Gen 1:27 and Gen 2:21-22; Gal 3:38.
   Margot Badran, “Competing Agenda: Feminists, Islam and the State in Nineteenth and Twentieth Century Egypt”, An Introduction to Women’s Studies, 185-190.

6. October 20: All in Text

   Linda Gordon, “Malthusianism”, An Introduction to Women’s Studies, 57-60.
   Kathleen Blee, “The First Ku Klux Klan”, An Introduction to Women’s Studies, 234-239.
   Wilma Mankiller and Micheal Wallis, excerpt from “Mankiller: A Chief and Her People”, An Introduction to Women’s Studies, 415-418.

7. October 27: All in Text

   Amy Kaplan, “Manifest Domesticity”, An Introduction to Women’s Studies, 160-164.
Anna Davin, “Imperialism and Motherhood”, An Introduction to Women’s Studies, 60-66.
Angela Davis, “Reproductive Rights”, An Introduction to Women’s Studies, 103-107.

8. November 3: All in Course Package


9. November 1: All in Text

Stuart Ewen and Elizabeth Ewen, “The Bribe of Frankenstein”, An Introduction to Women’s Studies, 298-301.
Rassundari Devi, “The Sixth Composition”, An Introduction to Women’s Studies, 301-303.
Pat Dean, “Literacy: Liberation or Lip Service?”, An Introduction to Women’s Studies, 304-305.

10. November 17: All in Course Package

Leila Rupp, “The International First Wave”, An Introduction to Women’s Studies, 240-245.

11. November 24: 1 in Text and 1 in Course Package

WELCOME to Women’s & Gender Studies 1100, Winter Term. This term we will examine how different women and men are shaped by, and work to shape, the world around them from media representations, to work and global movements, and beyond. During the term, we will explore categories of gender in relation to difference, transnationalism, the environment, cultural studies and bodies. By the end of the semester, students will understand both how systemic oppressions work, and how they themselves are personally situated in relation to dominant social systems. Students will continue to develop critical analysis skills in relation to texts and images, as well as research, writing, and discussion skills.

COURSE WEBSITE
There is a WebCT site for this course where you will find questions for discussion, announcements and more. Any documents posted will be in .docx format. The website can be accessed through WebCT. The easiest way to access WebCT is through MyInfo on the Lakehead homepage.

REQUIRED TEXTS (available at the bookstore)

Inderpal Grewal and Caren Kaplan, An Introduction to Women’s Studies: Gender in a Transnational World (2nd edition), (Boston: McGraw Hill, 2006) [the same text you used in the first term]

AND

Coursepack: WOME 1100: Introduction to Women’s & Gender Studies (Term 2)

Office Hours: By Appointment 6-7 p.m. Thursdays, ATAC 2001.
Contact me by email: jcox1@confederationc.on.ca

ASSIGNMENTS & GRADING
Participation 5% Ongoing
Library Assignment 5% Due February 2nd, 2012, in class.
Traditional Paper OR Zine 20% Due March 1st, 2012, in class.
Final Exam 20% Date to be set by Registrar; do not book flights or vacations until exam dates are released

NOTE: Assignments are due in class on the due date. Papers not handed in during class time will be late, and will be penalized 5%. A late penalty of 5% per day will be applied, including Saturdays and Sundays. Papers more than a week late will not be accepted without appropriate documentation. Late papers that are not handed directly to me must be date-stamped by Security. Students are responsible for ensuring that I receive their paper.

Learning Needs – If you have special needs regarding the format or the due dates for the assignments, you must inform me. The appropriate form can be obtained from the Learning Assistance Centre.

Keep a printout or photocopy of all your submitted assignments. You are also required to keep the research notes and drafts of your work that produced the assignments. Failure to do so may result in loss of credit for the assignment.

5% PARTICIPATION
Your grade will reflect both attendance and your willingness to actively engage with course materials. Active listening is just as important as speaking.

Please Note: 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, colour, religion, class, sexual orientation, ability, age, place of origin, etc. Students are required to respect these 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. Respect for differences in political awareness and educational development is essential.

Plagiarism / Academic Dishonesty

Keep a printout or photocopy of all your work. You are also required to keep the research notes and drafts of your work that produced the assignments. Failure to do so may result in loss of credit for the assignment.

Plagiarism includes:

1. Plagiarism of ideas: when an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing, footnoting or endnoting.

2. Plagiarism of words: when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present and no referencing, footnoting or endnoting is given.
3. **Plagiarism of ideas and words** as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

(a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned; the maximum penalty for a candidate found guilty of plagiarism will be zero for the course.

(b) When the Instructor finds cases of plagiarism, she will forward evidence of it along with the student’s name and student number to the Dean of Social Sciences and Humanities who will determine the penalty.

(c) If the Instructor deems, in their professional assessment, that the plagiarism was unintentional due to sloppy work or a lack of editing, the professor may use the opportunity to educate the student on plagiarism by asking them to re-write and re-submit the assignment with a cover letter indicating where the plagiarism occurred, why it was plagiarism, and how the student has corrected it in this final draft. If the second draft still includes incidents of plagiarism, it will be sent on to the Dean’s office.


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**5% LIBRARY ASSIGNMENT**

**DUE: FEBRUARY 2, 2012**

Includes mandatory attendance at the Research Seminar, run by a Library Representative in Week 4. If you cannot attend the Research Seminar for legitimate reasons you must:

- Provide me with appropriate documentation indicating you could not attend;
- Take the note I then give you to the reference librarian so that s/he can teach you how to find academic sources in Women’s Studies;
- Have her/him give their contact details on the note I have given you, have her/him sign it, and then you return the signed note to me. **If I do not receive the note with the bibliography assignment on the due date** (excluding documented emergency situations), **and if you do not attend the session, you will receive 0% for this assignment, even if you hand in the bibliography, and tell me that you have been to the library.**

Choose one (1) of the following four (4) topics and develop a bibliography of ten (10) applicable citations from a range of appropriate academic sources. Use either APA or MLA referencing style. You must include a title page, in either APA or MLA style, indicating the title of the paper that the bibliography would suit, and you must briefly state, in 2-3 sentences, why the source is suitable to the topic, and how it engages with the topic. Be sure that your bibliography makes it clear that you are using sources suitable to feminist inquiry as it intersects with gender theory, queer theory, anti-racist theory, disability studies, globalization studies, etc.
Marking rubric for Library Assignment

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<tr>
<td><strong>Research Seminar Participation is mandatory. Without it, you will receive 0% for the assignment.</strong> For exceptional documented circumstances, see instructions above.</td>
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<tr>
<td>Title Page: MLA or APA style, with a paper title suited to the bibliography.</td>
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</tr>
<tr>
<td>References: 10 academic references, from a variety of sources (online journals, hard copy journals, anthologies, books, etc.), that are appropriate for the topic you choose, correctly cited.</td>
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20% TRADITIONAL PAPER OR ZINE
Due: March 1, 2012

This assignment builds on your personal location / oral history paper from Term 1. Take your paper from Term 1, and rewrite it inserting analysis supported by academic sources. You may submit your assignment in one of two ways, either a TRADITIONAL PAPER or a ZINE. Instructions for both are below.

**TRADITIONAL PAPER**
Length: 4-5 pages.

You will use formal writing conventions to produce an analytical paper based on your first term social location / oral history paper. You will draw on FIVE or more academic sources to complete the paper.

**Marking rubric for traditional paper**

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<td><strong>Introduction and connections:</strong> An introduction which clearly outlines the specific topic under examination from the social location or oral history paper, and the writer’s connection to the topic</td>
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</tr>
<tr>
<td><strong>Content:</strong> The narrowed topic from first term is explored academically and analytically in order to situate the location paper / oral history within its broader socio-cultural constructs. Five (or more) references from appropriate academic sources are integrated effectively into the paper.</td>
<td>8</td>
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ZINE

Length: 2 pages of 8.5 x 11 paper, folded in half, to create 8 zine pages. You will draw on FIVE or more academic sources to complete the project.

Zines are a means of sharing ideas, information, and lived experiences. The word “zine” (pronounced zeen) is derived from “magazine.” Zines are independently produced publications, usually featuring written and visual works, which are photocopied and distributed to select communities on a small scale, usually for a small price. Some of the purposes of zines are to promote political expression, dialogue and critique, inspiration, and representation. Within the feminist movement zines are a product of the third wave, beginning in the early 1990s.

Zine samples will be brought to lectures for you to view. Zines can also be found in some bookstores (often independent stores), community centres, and through various online “distros” (distributors).

There are books, dissertations, academic papers, websites, YouTube videos, and zines all about the production, history, and purpose of zines. A few starting points for learning more about zines are:

http://www.grrrlzines.net/about.htm
www.zinebook.com

There are also resources available in the Gender Issues Centre and Pride Central on campus.

Content guidelines/Checklist
• outline the topic or theme you are exploring
• explore your topic from Term 1 academically.
• explore your topic personally, as appropriate. What ideas have resonated with you in the readings / research you have done on the topic, and how do they connect to your analysis of your social location/privilege/marginalization?
• be creative, expressive, and critical
• pay attention to style and design; is your zine reader-friendly, well-organized, attractive, intriguing?
• check spelling and grammar
• cite correctly
• include a References or Works Cited page, APA or MLA style, including FIVE or more references from a range of academic sources.

Marking rubric for zine

<table>
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<tr>
<td><strong>Theme page and connections:</strong> One page of the zine clearly outlines the narrowed topic or theme under exploration from the first-term assignment, and the writer’s connection to the topic</td>
<td>2</td>
</tr>
<tr>
<td><strong>Content:</strong> The topic is explored academically, personally, and creatively. Stories, images, quotations, poetry, artwork, etc. are integrated. Five (or more) references from appropriate academic sources are integrated effectively into the zine in order to analyze the narrowed topic.</td>
<td>8</td>
</tr>
<tr>
<td><strong>Writing quality:</strong> Writing conventions (grammar, spelling, punctuation, sentence structure, vocabulary) are observed. A strong individual writer’s voice is maintained.</td>
<td>4</td>
</tr>
<tr>
<td><strong>Style and design:</strong> The zine is well-organized, attractive, reader-friendly, and inviting to read.</td>
<td>3</td>
</tr>
<tr>
<td><strong>In-text citations and references:</strong> Sources are properly cited in the body of the zine and a References/Works Cited list included at the end (APA or MLA style).</td>
<td>3</td>
</tr>
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</table>

20% FINAL EXAM (date set by Registrar)

*Do not make travel arrangements until the final exam schedule has been released.

**Bonus Credits Optional Assignments – maximum 5 – 1% each**
You can receive up to five bonus marks this term by volunteering at a Women’s or Gender-focused organization, by contributing to a social justice-oriented organization or activity, by attending a talk or special event on women’s or gender issues on campus or in the community or by completing a one page response to the readings for a particular week. You will need to submit a one-page summary describing your participation and the learning outcome for each activity/event. Your summary should include:
• The name and nature of the organization or activity
• The date/s of your activity
The nature of your involvement
How the organization or activity or talk is feminist or gender-focused
Links to the readings and concepts covered in class or class-materials
What you have learned through your participation/involvement in the activity/organization

Suggested locations for volunteer work as well as notices of upcoming talks and events which you may wish to attend to complete this optional assignment will be regularly posted on the course WebCT.

If you choose to do the bonus work via responses to the readings, the following guidelines will be useful:

The objective of a response paper is for you to be able to show that you both understand and engage with the readings. In the first half of the response you are to concentrate on discussing the main themes, ideas, questions or concepts that are raised in your choice of readings, a summary of the main points. The second half of the response should be focused on your response and analysis of the themes, ideas, questions and concepts you have raised in the first half of the paper.

Summary: In order to adequately summarize the readings you must attempt to address the main points of the article to approximately a paragraph. You must do this in your own words and remember to cite appropriately as these ideas are not your own.

Analysis: This is an opportunity for you to express your own thoughts on the ideas the author presents. You may use the first person, “I” in this section. I am looking for your response here.

NOTE: All materials in support of bonus marks must be submitted on or before March 29, 2012.

Weekly readings and Topics
(readings not identified as being in the Grewal and Kaplan text are in the Coursepack)

Wk. 1: NOTE Classes begin Friday, January 6th

Wk. 2 (Jan. 12): In with the Third
• Winnie Woodhull, “Global Feminisms, Transnational Political Economies, Third World Cultural Production”, An Introduction to Women’s Studies, 254-260.
Wk. 3 (Jan. 19) Masculinities
• Gail Bederman, “Remaking Manhood Through Race and ‘Civilization” An Introduction to Women’s Studies, 190-194
• Judith Halberstam, “Macdaddy, Superfly, Rapper: Gender, Race, and Masculinity in the Drag King Scene” An Introduction to Women’s Studies, 286-289.
• Film: Tough Guise (excerpt). If you’re interested in viewing the whole film, it is available at the Gender Issues Centre

Wk. 4 (Jan. 26) Library presentation and work on library assignment

Wk. 5 (Feb. 2) Environment, Food and Ecofeminism
*Library Assignment due Feb. 2 in lecture*
• Nancy Worcester, “The Obesity of the Food Industry” An Introduction to Women’s Studies, 491-495
• Committee on Women, Population, and the Environment, “Call for a New Approach” An Introduction to Women’s Studies, 112-114.

Wk. 6 (Feb. 9) Transnational Work
• Alexandra Kollantai, “Feminism and the Question of Class”, An Introduction to Women’s Studies, 198-199.
• Evelyn Nakano Glenn, “Women and Labor Migration”, An Introduction to Women’s Studies, 444-449.
• Gillian Ranson, “No Longer One of the Boys”, Canadian Review of Sociology and Anthropology 42.2 (2005), 145-166.
• Film: Avenue Zero

Wk. 7 (Feb. 16) Feminist Cultural Studies - Cultural texts
• Yasmin Jiwani, “Doubling Discourses and the Veiled Other: Mediations of Race and Gender in Canadian Media”, States of Race: Critical Race Feminism for the 21st Century
• Robert Bocock, “Gender and Consumption”, An Introduction to Women’s Studies, 239-330.
• John Berger, excerpt from Ways of Seeing, An Introduction to Women’s Studies, 269-273
• Film: Mickey Mouse Monopoly

Wk. 8 (Feb. 23) READING WEEK – NO CLASSES
Wk. 9. (Mar. 1) Cyberfeminism
*Traditional Paper OR Zine due March 1st, in class*
Women’s History Month- Let’s celebrate!
• Somini Sengupta, “When Do-Gooders Don’t Know What They’re Doing”, An Introduction to Women’s Studies, 369-370

Wk. 10 (Mar. 8) Bodies: Sex/Gender/Queer/Trans
International Women’s Day- Let’s Celebrate!
• Emily Martin, “The Egg and the Sperm”, An Introduction to Women’s Studies, 10-14.
• Lisa Duggan, “Making it Perfectly Queer”, An Introduction to Women’s Studies, 211-215.
• Film: boy i am

*Wk. 11 (Mar. 15) Violence Against Women

Doe, J. (2010) 10 groups that STFU. In Hennessy, T. & Finn, E. (Eds.), Speaking truth to power. A reader on Canadian Women’s Inequality. (pp.27-30). Ottawa, Canada: Canadian Centre for Policy Alternatives.


NOTE: The mandatory readings for this week are not in the course pack. The Doe, J. article is on reserve in the library (it is only 2.5 short pages) and the rest are available online.

Wk. 12 (Mar. 22) Resistance / Change
Community Speakers to come this week for ½ of the class, with readings & discussion during the other half.

• Kathryn Carovano, “More than Mothers and Whores: Redefining the AIDS Prevention Needs of Women”, An Introduction to Women’s Studies, 138-141.
• Laura Hershey, “Disabled Women Organize Worldwide”, An Introduction to Women’s Studies, 260-262.
• Cynthia Enloe, “Beyond the Global Victim”, An Introduction to Women’s Studies, 496-7.

Wk. 13 (Mar. 29) Exam Review
Additional assignments for Bonus Marks