Women’s Studies 1100 YA – Fall 2016
Women’s and Gender Studies
Class: Tuesdays and Thursdays
11:30 AM – 1:00 PM - Room: RC1001

Instructor: Dr. Jan Oakley (Fall term only)
Email – joakley@lakeheadu.ca
Jan’s office – Bora Laskin (Education) Building: BL-1027
Office hours – by appointment or after class, or please feel free to drop by office anytime

Welcome to term 1 of 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 different women’s 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)
Margaret Hobbs and Carla Rice, Gender and Women’s Studies in Canada: Critical Terrain (Toronto: Women’s Press, 2013).

ASSIGNMENTS

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<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
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<tr>
<td>Participation</td>
<td>10%</td>
<td>Evaluated throughout the semester</td>
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<tr>
<td>Bibliography for Research Paper</td>
<td>10%</td>
<td>DUE: October 6</td>
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<tr>
<td>Outline for Research Paper</td>
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<td>Exam</td>
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*NOTE: The exam will be scheduled by the Enrolment Services office and cannot be changed for your personal plans. Please do not make any travel plans until the exam schedule is posted.

LEARNING OUTCOMES
At the end of this semester 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, 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 the research process and in-class discussions
COURSE WEBSITE
We will use a D2L website this term for course-related materials and announcements. Please check our site regularly throughout the course.

ASSIGNMENT GUIDELINES

PARTICIPATION (10%)  Ongoing – instructor/self-evaluation mark

Your voice is important! The class style this term will be a combined lecture and tutorial discussion format. Our focus, during each class, will be on unpacking and considering (critically, personally, politically, locally, globally) the ideas in the readings and designated themes each week. Our learning will be enhanced by participation and therefore, attending class, completing the readings each week, and participating in class is crucial.

Tutorial discussions, which will count toward your participation mark, will be held on the following Thursdays during the term, during our regularly scheduled class time (rooms TBD).

   September 22 — October 6 — October 27 — November 10 — November 24

The tutorial discussions will allow you to discuss the course content and the central themes and debates in Women’s Studies. Each student will be placed in a discussion group at the beginning of the semester for these discussions.

To prepare for the tutorial discussions, 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 or purpose for writing the article? What is it?
- What sources were used to write the article? What are the strengths/weaknesses of these sources?
- What are some of the similarities and differences between the readings regarding time period, place, argument, and evidence?
- How do the readings fit together? What are some common themes of the readings? How do they complement this week’s lectures? How do they fit with other readings/lectures from the course?

This mark will be a shared self-evaluation/instructor evaluation mark. In your self-assessment you will be asked to evaluate your participation in terms of your attendance, class and tutorial preparation, and class and tutorial engagement. Your engagement includes communication skills, respectful listening skills and respect for divergent viewpoints, evidence of considering the topic under discussion, and frequency of contributions.
A note on participation and discussions: Discussions require that everyone participates (speaks and listens) in a meaningful and civil way. While there will be lots of disagreements and debates, everyone is expected to participate in a way that is respectful to everyone in the class and their ideas. Personal attacks, gender and racial slurs, disrespectful comments or other such disrespectful behaviour will not be tolerated. Please keep in mind that this is a scholarly environment and professionalism is expected at all times. In this course we will deal with many sensitive issues and will encounter historical language no longer appropriate. Please be reminded that respect for the people we study and other students is essential to a productive discussion.

**BIBLIOGRAPHY FOR RESEARCH PAPER (10%)**  DUE: October 6 in class

This preliminary assignment is designed to get you thinking about and exploring the resources for your final paper (due in March). This research will form the basis of your final paper and therefore you need to perform this research carefully and seriously. It requires research done primarily through the library website and in the library.

For this assignment you are required to pick a topic of your choice in Women’s and Gender Studies. You need to have a working thesis statement that identifies your topic, included at the top of your bibliography. Your paper should be on a topic that will sustain your interest over the course of the research. Your research can be global or local in orientation, as well as either historical or contemporary. The thesis statement should reflect both a time period and a place (or when and where) things happened. Your thesis statement will inform your research and evaluation of sources.

Using the library you will find a variety of sources (including, but not limited to, books, journal articles, and internet sites) that will be useful in writing the paper. This requires that you critically think about the sources you find in order to evaluate whether or not they will be useful in conducting your research and writing your final paper. You will hand in a bibliography of potential sources in proper bibliographic style. (You are also encouraged to save your research findings in RefWorks, but please keep in mind that RefWorks isn’t perfect so you will still have to edit your bibliography for style.) You are encouraged to search broadly for any potential sources. You need to ensure that all of your sources have a connection to your topic and all of the secondary sources are scholarly sources. Your bibliographic listing will also need to include 3-4 sentences describing/analyzing each source. Please note: Course materials cannot be used for this assignment.

Your assignment should include:
1. a cover page, including the potential title of your paper
2. a working thesis statement
3. a bibliography that consists of approximately 10 sources, including: 3-4 journal articles; 2-3 books; 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.ca.); and 1-2 representative primary sources (newspaper and magazine articles relevant to your topic)
4. a 3-4 sentence description that describes/analyzes each source
Your assignment will be graded on the following criteria:

1. Strength of thesis statement – specific, well-thought out and articulated
2. Strength of research sources – excellent, relevant sources that will provide a strong foundation for further research development
3. Accurate, concise, and clear explanations of individual bibliographic entries

This assignment will be discussed in class, and additional information/examples will be provided.

**OUTLINE FOR RESEARCH PAPER (15%) DUE: November 10 in class**

Using your previous Bibliography assignment and the feedback you received on it, develop a detailed 2-3 page outline of your paper including: an introductory hook, a thesis statement, key points and evidence to be used for each. (Every paper should have 2-3 key points used to “prove” or support the thesis statement.) This outline should be a preliminary ‘skeleton’ of the paper you will eventually submit at the end of the course. Note: Course materials cannot be used for this assignment.

Your assignment should include:

- An introductory hook, to catch the reader’s interest
- A working thesis statement that is a concise statement of the argument/ideas/focus explored in your paper (note: you may re-use the thesis statement developed in your Bibliography assignment)
- Sub-points (key points) that form the whole of your thesis and at least 2-3 pieces of properly cited evidence used to support each sub-point. At this point each of these pieces of evidence should include a direct quote from the material and a brief 1-2 sentence analysis of that evidence that shows how it supports your thesis statement. Analysis here means logical statements of interpretation and conclusion drawn from the evidence, not personal opinion.

This assignment will be discussed in class, and additional information/examples will be provided.

**EXAM (15%) Date to be determined (sometime in December 2016)**

A detailed overview of the exam will take place during the last week of class. The exam will incorporate all learning from lectures, readings, discussion, and assignments. It will not be a multiple choice exam.
READINGS BY WEEK

Please come to class having already read the assigned readings each week.

Week 1 (September 6, 8): Welcome and Introduction: Why Gender and Women’s Studies?
Why Feminism?
Readings for September 8: Chapter 1, Supplement 1, Chapter 2

Week 2 (September 13, 15): Feminism and Diversity
Readings: Chapter 3, Supplement 2, Chapter 4

Week 3 (September 20, 22): Intersectionality
Readings: Chapter 5, Supplements 3 & 4, Chapter 6, Chapter 7
Tutorial Discussion Thursday, September 22

Week 4 (September 27, 29): Women’s Status and Rights
Readings: Chapters 8, 9, 10; Supplements 5 & 6

Week 5 (October 4, 6): Sexing the Body
Readings: Supplements 7 & 8; Chapters 11-13, Chapter 16
Tutorial Discussion Thursday, October 6

***READING WEEK: NO CLASSES OCTOBER 10-14***

Week 6 (October 18, 20): Intersex and Transgender Rights
Readings: Chapters 16, 17, 18; Supplements 9, 12, 13 & 14

Week 7 (October 25, 27): Difference and Inequality
Readings: Chapters 14 & 15; Supplements 10 & 11
Tutorial Discussion Thursday, October 27

Week 8 (November 1, 3): Challenging Heteronormativity
Readings: Chapters 19, 20, 21, 22; Supplements 15 & 16

Week 9 (November 8, 10): Identity, Inequality and Stereotypes
Readings: Chapters 23-26
Tutorial Discussion Thursday, November 10

Week 10 (November 15, 17): Histories and Legacies of Colonialism
Readings: Chapters 27-30; Supplements 17 & 18
Week 11 (November 22, 24): Aboriginal Women’s Agency and Resistance
Readings: Chapters 31-34
Tutorial Discussion Thursday, November 24

Week 12 (November 29, December 1): Exam Review

**OTHER IMPORTANT COURSE INFORMATION**

**Student Success Centre:** Additional help regarding academic matters, including how to change your Major or how to declare a Minor, can be found at the Student Success Centre located in SC 0008 or phone 343-8018 or online at - [http://academicadvising.lakeheadu.ca/](http://academicadvising.lakeheadu.ca/)

**Student Accessibility Services:** For assistance with accommodations for a disability, please visit Student Accessibility Services located in SC 0003 or phone 343-8047 or online at - [https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas](https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas)

**Student Health and Counselling Centre:** For help with personal and/or medical issues, please visit the Student Health and Counselling Centre located in the University Centre 1007 (across from Security) or phone 343-8361 or online at - [http://healthservices.lakeheadu.ca/](http://healthservices.lakeheadu.ca/)

**Late Policy:** All assignments are due by 11:59pm on the due date indicated in the course outline. Assignments received after the due date will be penalized 5% per day. Requests for extensions must be documentation (e.g. a doctor’s note). Extensions will not be granted where good time management skills could have avoided the problem; i.e. extensions will not be granted for students who have a number of assignments due at the same time during the semester or for students who have decided to take an overload of classes this semester.

**Plagiarism and Academic Dishonesty:** Plagiarism is a serious academic offence. Presenting an idea, words or an exact phrase of another author as your own work constitutes plagiarism. All students are required to know what constitutes plagiarism and how to avoid it. If you have questions about what constitutes plagiarism you can consult the Lakehead University calendar available online at [https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities](https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities) or the professor. All cases of plagiarism will be dealt with in accordance with the Code of Student Behaviour and Disciplinary Procedures approved by Senate and the Board of Governors. Other instances of Academic Dishonesty, including but not limited to double submission, purchasing of assignments (either online or from another student on campus), or copying of assignments will also dealt with in accordance to the University regulations on Academic Dishonesty. Students may obtain a copy of the “Code of Student Behaviour and Disciplinary Procedures” from the Office of the Registrar for more information. Please do your own work.