English/Women’s Studies 2810: Sex/Gender and the Body in Literature and Culture

Course Location: ATAC 2019

Class Times: Mondays & Wednesdays 4-5:30pm

To our Student: Should you require information or documents from our office in another format, please let us know. We are happy to help you. Contact your instructor or our Department of English Administrative Assistant.

Instructor Information
Course Description/Overview
Course Objectives and/or Learner Outcomes
Course Resources
   Required Course Text(s)
   Course Website(s) (if applicable)
Course Schedule
Assignments and Evaluation
   Table of Assignments
   Assignment Policies
Details of Assignments
   Participation/On-line Discussion Assignments
   Listicle Assignment (30% of final grade)
   Term Test:
   Final Exam:
Marking Standards
Collaboration/Plagiarism Rules
Course Policies
University Policies
Instructor Information

- Instructor: Dr. Rachel Warburton
- Office: RB 3036
- Telephone: 343-8374
- Email: rachel.warburton@lakeheadu.ca
- Office Hours: Wednesdays 2-3pm

Course Description/Overview

An introduction to the role that cultural texts play in constructions and understandings of gender, sexuality, and the body. Topics to be covered include intersectional feminism, feminist critiques of sociobiology, queer studies, trans politics, and disability rights. These topics will be illuminated through a variety of cultural and theoretical texts.

Course Objectives and/or Learner Outcomes

- read philosophical, scientific, and cultural writings about sex and gender critically, and assess their rhetorical, ideological and aesthetic strategies.
- write well (grammatically correct, clear, effective prose).
- communicate ideas effectively and coherently
- understand intersectional analyses
- read cultural texts critically for their representation of sex, race, and gender.
- think independently and critically about cultural discussions about gender, sexuality and the body
- identify and assess the social, political, and scientific and other ethical themes in discussions about gender and sexuality

Course Resources

Required Course Text(s)

- Several additional readings on the Class D2L: mycourselink.lakeheadu.ca
- Several in-class Screenings. These Screenings are the equivalent of required readings and will feature in Term Test and Exam questions. Students who miss the Screenings are responsible for making arrangements to view them.

Course Website(s) (if applicable)

- mycourselink.lakeheadu.ca
Course Schedule

September 4 – Introduction; Course Policies; Assignment information; Listicles
   Lecture: Feminism, the (Gendered) Body, and Biology (aka nature/nurture)
   Readings on Listicles, pros and cons, for and against (links can be found on
   the class D2L site):
   Rachel Edidin, in Wired in favour of Listicles;
   Pete Ross, against them;
   Rachel Krantz, in Bustle on how to write listicles;
   and two sample listicles. (All can be found on the Course D2L site)
   **Participation:** In the D2L Discussion board, add a link to ONE listicle you
   either like or don’t like and 2 sentences about why.

Sept 9 – Shilling, “Introduction” (1-6) and “Natural Bodies or Social Bodies” (7-23);
   Judith Lorber, “Believing is Seeing: Biology as Ideology.” Gender &
   **Discussion:** Is biology destiny? Why or why not? In what ways might
   biology matter?

Sept 11 – Shilling, “Sexed Bodies” (24-41);
   Fogg Davis, “Introduction: Sex Stickers” (1-21, you may omit the “chapter
   overview” section, 21-23)

Sept 16 – Michel Foucault, “The Means of Correct Training” from Discipline &
   Punish. Vintage, 1977. 170-77 (D2L);
   Shilling, “Educating Bodies” (42-59)
   **Discussion:** What are the various meanings of “discipline”? Is it a positive
   or negative term? What does it have to do with education?

Sept 18 – Michel Foucault, “Panopticism” and “Graphicx” from Discipline & Punish.
   Vintage, 1977. 200-9. (D2L);
   Shilling, “Governing Bodies” (60-79)
   **Discussion:** How is surveillance at work in your life? In what ways are our
   bodies “disciplined”? How can/do we respond?

Sept 23 – Fogg Davis, “The Sex Markers We Carry” (25-53) and “Bathroom
   Bouncers” (55-83)

Sept 25 – **Screening:** Paris is Burning

Sept 30 – Paris is Burning, lecture and discussion

October 2 – Robyn Maynard, from Policing Black Lives. Fernwood Publishing,
   2017. 8-16, 40-49, 162-65, 208-14. (D2L)
   **Discussion:** How is the new racism similar to (and/or different from) older
   forms of more overt racism?

**Discussion:** Evaluate reclaiming the words “bitch,” “ho”, “ratchet”, etc. Do you support this kind of reclamation? Why or why not?

Oct 9 – Term Test – conformity and/or resistance?

**Reading Week**

Oct 21 – Morrison, *The Bluest Eye*

**Listicle Assignment:** Topic must be confirmed with the instructor

Oct 23 – Morrison, *The Bluest Eye*


Oct 30 – Spillet, *Surviving the City*


**Discussion:** Consider reclaiming Indigenous women’s sexuality the way Tinsley reclaims black women’s sexuality. What might that look like? Can you think of any examples? What are the dominant representations of Indigenous women in the media?

Nov 6 – **Listicle Assignment:** In-class Peer Edit (required)

Nov 11 – Disability, intersections


Nov 13 – **Screening:** Picture This, NFB 2017

Nov 18 – Wann, *Fat! So?*

Nov 20 – Wann, *Fat! So?*; **Listicles Due**


**Discussion:** Aside from weight-based privilege, list some other forms of body privilege. How do other social identifiers such as age, ability, sexual
orientation interact with race/ethnicity? What changes are needed so all bodies can navigate their daily lives comfortably?

Nov 27 – Fogg Davis, “Seeing Sex in the Body” (111-140); Caster Semenya

December 2 – Fogg Davis, Appendix: The Gender Audit” (151-57); Exam Review

Exam to be written as scheduled in the December Examination Period

Assignments and Evaluation

Table of Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Value</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listicle Assignment (including one, required, in-class peer edit)</td>
<td>October 21, November 6, &amp; November 20</td>
<td>30%</td>
<td>4-6 typed, double-spaced pages</td>
</tr>
<tr>
<td>Term Test</td>
<td>October 9</td>
<td>20%</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Participation, including quizzes and (5-8) On-line Discussion assignments</td>
<td>Ongoing</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>TBA</td>
<td>25%</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

Assignment Policies

- All assignments are individual assignments and cannot be completed collaboratively.
- The term test and final exam must be written on the dates scheduled, so do not make travel plans for the exam period until the exam schedule is posted.
- All written assignments must be in MLA format, double-spaced, with 1” margins, and in a standard 12-point font.
- Exceptions to these policies are allowed only with a doctor’s note or other appropriate documentation.

Details of Assignments

Participation/On-line Discussion Assignments
(25% of final grade—10 for online Discussions; 15 for class attendance and participation)

Students are expected to attend class regularly with assigned readings completed in advance of each lecture. Attendance will be taken regularly. Given that active participation significantly improves learning, students are expected to engage in weekly lectures in a variety of ways: in small and large group discussions and in on-line discussion boards. As participation is sometimes intimidating for students, we will endeavour to work together to create an open and inclusive discussion. Given the sensitive nature of some of the material covered in this class, it is imperative we treat one another with respect, even if we disagree with one another. Body shaming, homophobic, racist, ablist, sexist comments will not be tolerated. See the Student Code of Behaviour link under “University Policies” below.
**On-line Discussions:** Since our ideas sometimes develop through the process of writing them down and engaging with other people, there are EIGHT (8) assigned on-line discussion topics throughout the semester (Sept 4, Sept 9, Sept 16, Sept 18, Oct 2, Oct 6, Nov 4 and Nov 25—Please note, SIX (6) of these occur before Reading Week). They are listed in the syllabus and can be found under the “Discussions” tab in the class D2L site: mycourselink.lakeheadu.ca. Students are expected to respond to AT LEAST 5 (five) of these discussion prompts and are encouraged to respond to these before, or very soon after (ideally, no more than 1-2 days after), the relevant class.

Your “Discussion” posts can be brief: a couple of point-form comments, a relevant question, a quotation from the assigned reading that is relevant to the discussion topic, or a quick, collegial response to a classmate’s Discussion post. These on-line Discussions will help frame class discussions. Though they will not be graded, your "Discussion" posts will factor into your Participation mark. Up to a maximum of 10, you will earn 1-2 marks for each contribution to the Discussion board (1 mark for simply writing a post; 2 marks for a high quality question/engagement/comment). To earn these marks, the post should relevant and timely—ie, not written in a scramble at the end of the course, long after the class discussion has occurred.

**Listicle Assignment (30% of final grade)**

There are numerous examples of “10 Things You Need to Know about ______.” Critics are divided about whether or not “listicles” are useful. Are they effective ways of getting across important information? Or are they merely click-bait that waters down important and complex ideas? Do they have any advantages over traditional forms of writing? What might be the strengths and/or limitations of this format?

This assignment asks you to write your own listicle, on a topic of your own choosing that is related to course readings, and then to evaluate what you have learned from writing a listicle.

To that end, this assignment has several steps and parts:

1. Choose a topic (to be confirmed with the Instructor no later than **Oct. 21**).
2. Draft your Listicle: A catchy title with 8-10 subheadings. Each subheading should be followed by a 3-7 sentence paragraph explaining the importance of the subheading.
3. On **Nov 6**, bring 2 copies of your draft listicle to class for peer-review and be prepared to review 2 of your classmates’ draft listicles.
4. Make necessary revisions to your listicle and add a “Reflection” section, which outlines, “What you have learned about listicles from the experience of having written one”. Evaluate both this specific example AND consider the larger value of listicles more generally. This “Reflection” should be 1-2 typed, double-spaced pages at the end of your listicle.
5. Submit final version of your complete Listicle, Reflection, and Works Cited page, with Peer Review documents on **Nov. 20**.

Your final Listicle should be 4-6 pages, plus the Works Cited page and Peer Reviews. You may include illustrations/images/videos/gifs (as long as those illustrations are also properly cited).

**A Note on Sources and Citations:** Although this is not a traditional research assignment, you are expected to do some research. Therefore, be sure to include all sources in your Works Cited page!
A Successful Listicle Will... Have a catchy, succinct, descriptive title; pair images and text in a meaningful way that helps the reader to understand the topic and the story you are telling about it; be well documented and cited in a way that is appropriate for the audience, medium, and genre; and make use of section titles to make transitions from point to point.

On Modes and Media ... I suspect many of you will opt to write your Listicle in traditional printed format. That is fine. To do so, you may use software such as Word, PowerPoint, InDesign, etc. You may wish to submit the file as a PDF in order to preserve your formatting. Please ensure you use a standard 12-point font and 1” margins. It may not be necessary to double-space throughout but keep an eye on formatting to make your listicle appealing to the eye and readable.

Most listicles are found online, so you might choose to create and publish yours online as well, but you are not required to do so. Website builders like Tumblr, Weebly, Wix, Blogger, etc. can be made to work for this purpose. You’ll want to consider the functionality of these sites before you get started though—for instance, not all of them allow you do include videos with their free accounts.

Peer Review (Nov 6): For the peer review, please bring 2 hard copies of the text for your listicle. The text includes the title, subheadings, and paragraphs that follow the images. (If you cannot participate in the Peer Review for medical/personal reasons, I can try to pair you with another classmate at a later date.)

N.B.: Failure to participate in the Peer Review (without documented reason) may result in a 10% penalty off the final mark for the Listicle Assignment.

Evaluation: Your listicle will be evaluated on the following: a well chosen and focussed topic; focussed and relevant subheadings; strong and succinct explanations of the significance of each subheading; participation in the Peer Review process; accurate use of any secondary sources/research; your ability to reflect on the process of writing a listicle in the final “Reflection” section; and, as always, clear, concise, grammatically correct writing.

Suggested topics/frameworks: 10 Things you need to know about/10 reasons ...

Begin by consulting the following: https://www.wikihow.com/Write-a-Listicle

10 Reasons why Orange is the New Black (or any tv show/movie/series/podcast/ ...) is great/awful for representations of women’s bodies/sexualities/disability/race ...

10 Things you need to know about Treaty Rights and Indigenous Women’s Rights

10 Things you need to know about Abortion Law in Canada; or about the racial politics of abortion law/reproductive rights

10 Things you need to know about sex worker rights/activism/

10 ways education/television/media/internet makes us compliant/docile bodies ... and what to do about that ...

10 Podcasts/YA novels/graphic novels/tv shows (pick one genre) that will change the way you think about ... (pick one topic)
Come up with your own topic ...

*Some parameters and considerations*: be sure your topic is focussed; be sure your subheadings give specific commentary and/or examples; be sure your commentary is written in grammatically correct, complete sentences!

**Term Test:**
To be written in class on October 9, 2019, as scheduled. Medical documentation will be required to reschedule a missed term test. (20% of final mark).

**Final Exam:**
To be written as scheduled in the December Exam Period (25% of final mark)

**Marking Standards**
All assignments will be marked in accordance with the [English Department Marking Standards](https://www.lakeheadu.ca/academics/departments/english/marking-standards)¹.

**Collaboration/Plagiarism Rules**
Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student's work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you've submitted to another course is also academic dishonesty. All plagiarized work (in whole or in part) and other forms of academic dishonesty will be reported to the Dean, who is responsible for judging academic misconduct and imposing penalties. The minimum penalty for academic misconduct is a 0 on the assignment in question. It might also be subject to more severe academic penalties. See the [Code of Student Behaviour](https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities)².

**Course Policies**
Students are expected to attend classes regularly, with the readings completed in advance. Given the sensitive nature of some of the material, students are expected to engage with one another respectfully.

**Late Penalties**: Assignments are due in class, as scheduled. Late assignments may be assessed with a 2% penalty per weekday, to a maximum of 20%. Extensions may be discussed with the instructor in advance of the due date.

Missed in-class assignments (such as the Peer Review) are very difficult to reschedule and can only be accommodated if there are other available students who require to make up the missed Peer Review. As noted above, a missed Peer Review may result in

---

² [https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities](https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities)
the loss of 10% of the final grade for the Listicle. Exceptions may be made for extenuating circumstances. Documentation may be required.

On-line Discussions should be completed either before or very shortly after (within 1-2 days) the assigned Discussion topic. Contributions that arrive late in the course will not be awarded the mark for the post.

Tests and exams are to be written as scheduled. Make up tests/exams can be arranged with supporting documentation.

**University Policies**

- Students in this course are expected to conform to the [Code of Student Behaviour](http://www.ohrc.on.ca/en/ontario-human-rights-code).
- **Accommodations:** Lakehead University is committed to achieving full accessibility for persons with disabilities in accordance with the terms of the [Ontario Human Rights Code](http://studentaccessibility.lakeheadu.ca). This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course. Part of this commitment includes arranging academic accommodations for students with disabilities 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)](http://studentaccessibility.lakeheadu.ca) and register as early as possible.

This course outline is available online through the [English Department homepage](https://www.lakeheadu.ca/academics/departments/english) and/or the [Desire2Learn or My Courselink](https://mycourselink.lakeheadu.ca/d2l/home) site for the course.

---

4 http://studentaccessibility.lakeheadu.ca
5 https://www.lakeheadu.ca/academics/departments/english
6 https://mycourselink.lakeheadu.ca/d2l/home