

**Women's Studies 3030**  
**Theorizing Equality:**  
**Housewives, Radicals, & Gender-Blenders**

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**WELCOME** to Women's Studies 3030, where you will examine the questions, tensions, and debates in current feminist theories and praxes (theory + practice). We will ask: how are the boundaries between gender and other axes of identity created, maintained, and/or challenged? To what degree do contemporary theoretical positions account for material inequalities and experiences of marginalization? What gaps do we see in various praxes or theories that could be remedied, and how might we do that?

Feminism has fought no wars. It has killed no opponents. It has set up no concentration camps, starved no enemies, practiced no cruelties. Its battles have been for education, for the vote, for better working conditions . . . for safety on the streets . . . for child care, for social welfare . . . for rape crisis centers, women's refuges, reforms in the laws. If someone says 'Oh, I'm not a feminist,' I ask 'Why? What's your problem?'

Dale Spender, *For the Record*

**How to use this Syllabus to manage Women's Studies 3030 online:**

- 1) Begin with the Table of Contents on the next page which has all the required materials, expectations, assignments, and readings.
- 2) Start your preparation for assignments by reading the instructions in this syllabus, and listening to the instructions in the Contents link; be in touch with me with any questions you have once you have listened to the audio instruction and read the instructions in the Syllabus (they are the same, with some extra explanation in the audio).
- 3) Check the weekly requirements *before* each week begins so you are prepared. Plan your assignments, leaving enough time to hand in rough drafts for feedback, if you so choose.

As always, do not turn to classmates for clarification of the assignments or the Syllabus; they did not write it, and like you, can only guess. If you have questions, or your group has questions, contact me. I'm happy to help.

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### I. Required Course Materials

1. Text: Lorber, Judith. *Gender Inequality: feminist theories and politics*. 5<sup>th</sup> ed. Oxford: Oxford University Press, 2012.
2. Any video or other links posted on D2L for each week.

### II. Course Learner Outcomes

At the end of this class you will have

1. an understanding of the major schools of contemporary feminist thought and action
2. made connections between the course topics, current events, and your lived experiences
3. detailed knowledge of the course concepts, and be able to apply them in the everyday through discussion and writing
4. enhanced your online communication skills
5. developed leadership, analytical, and collaboration capabilities (especially through the group assignment online), all of which are key to the job market

### III. My Availability

I will be in our D2L classroom site participating on Thursdays from 2-4 pm. If you're interested in my guidance or feedback as you engage with the materials, post prior to that time and check the discussion board after it.

I check my work **email during regular office hours (8:30am-4:30pm, Mon-Fri)**; be aware that during very busy times I may not respond to you for up to three (3) days but I will do my best to get back to you within 24 hours (excluding weekends).

## IV. Weekly Topics and Materials

We will cover a number of 'schools' of activism and theorizing over the course the term: gender reform feminisms, gender resistance feminisms, and gender rebellion feminisms.

### ***Gender Reform Feminisms***

Audio – Gender Reform Feminisms

#### **Wk. 1** Liberal Feminism

- Lorber, 27-50

#### **Wk. 2** Marxist & Socialist Feminism

- Lorber, 51-89
- Luxton, Meg. "Anti-Capitalism and Feminism [1/2]." *Socialist Project* [Socialist Feminism] (25 mins).
- Mojab, Shahrzad. "Anti-Capitalism and Feminism [2/2]." *Socialist Project* [Marxist Feminism] (25 mins).

#### **Wk. 3** Transnational Feminism

- Lorber, 90-121
- VOSTFR, ed. *Herstory: Chandra Talpade Mohanty* (15 mins).

### ***B. Gender Resistance Feminisms***

Audio – Gender Resistance Feminisms

#### **Wk. 4** Lesbian Feminism

- Lorber, 151-167
- sexy lady (post). "Lesbian versus Feminist Debates 1960-1980." 12 mins. May 12, 2016.

Although you may not be familiar with the names of the people, or the broader context in Philadelphia, the discussion illustrates a lot of the different ways lesbian / feminism / and the queer rights movement came together, and clashed, and continues to at times.

#### **Wk. 5** Radical Feminism

- Lorber, 127-150
- Greer, Germaine. "Fuck Equality." *Ideas at the House*. 12 mins. Aug. 1, 2015.

The context to which Greer refers is an incident of egregious sexual harassment and assault of women in the Australian military.

#### **Wk. 6** Reading week – No class

**Wk. 7** Psychoanalytic and Cultural Feminism

- Lorber, 168-182
- Irigaray, Luce. "Of Relations and Rights – an Interview with Luce Irigaray." *GBTimes The Third Angle*. 11 mins. Mar. 12, 2013.

**Wk. 8** Standpoint Feminism

- Lorber, 183-202
- villanovauniversity. "Sandra Harding: On Standpoint Theory's History and Controversial Reception." 19 mins. May 4, 2016.

**C. Gender Rebellion Feminisms**

Audio – Gender Rebellion Feminisms

**Wk. 9** Social Construction Feminism

- Lorber, 207-230
- Weiss, Hennie and Elin Weiss. "Gendered Assumptions in Daily Life." *The f-word: Contemporary UK Feminism*. May 19, 2012.

**Wk. 10** Multiracial/Multiethnic Feminism

- Lorber, 231-252
- Hobson, Janell. "Policing Feminism: Regulating the Bodies of Women of Color." *Ms. Magazine Blog*. June 10, 2013.

**Wk. 11** Feminist Studies of Men

- Lorber, 253-283
- Katz, Jackson. "Violence Against Women – It's a Men's Issue." *TED Talk*. 14 mins. May 29, 2013.

**Wk. 12** Postmodern Feminist and Queer Theory

- Lorber, 284-303
- Turner Schofield, Scott. "Ending Gender." *TED Talk*. 17 mins. Nov. 4, 2013.

**Wk. 13** Third-Wave Feminism

- Lorber, 304-325
- Gay, Roxanne. "Confessions of a Bad Feminist." *TED Talk*. 12 mins.

**V. Assignment**

	<b>Due</b>	<b>Weight</b>
Autobiography	Monday, Sept. 11, by 4:00 pm*	5
Postings to Online discussions	Weeks 1-4, due by each Sunday, 4:00 pm*	10
Postings to Online discussions	Weeks 5 and 7-9, due by	10

	each Sunday, 4:00 pm*	
Postings to Online discussions	Weeks 10-13, due by each Sunday, 4:00 pm*	10
Discussion Leadership	To Be Assigned	20
Group Write Up	To Be Assigned, see schedule for due date and time.	15
Lessons Learned Reflection	December 1, 2017, by midnight	5
Final Take Home Paper	December 13, 2017, by midnight	25

\* The dates and times noted are the final date and time I will accept the assignment. You may hand assignments in earlier than these dates and times (with the exception of discussion postings, which need to happen in the week of the discussion topic).

## **VI. Comments on Extensions/Lateness and Plagiarism, and Other Details:**

You have all the evaluated assignments listed in this Syllabus, so there will be no extensions, except for documented medical reasons.

Grades will be reduced by 3 marks every day including Saturdays and Sundays. For example, if your Autobiography is handed in on the due date at 4:05 pm., you will have 3 late marks deducted as though it is a day late. Any work more than 7 days late will not be accepted without appropriate documentation.

Plan your term now, so that you won't find yourself struggling to meet deadlines at the last minute.

Make yourself aware of the University's policy on plagiarism, and comply with the policy's expectations, available at:

[https://www.lakeheadu.ca/sites/default/files/uploads/31/2014-09-05%20Academic Integrity Policy.pdf](https://www.lakeheadu.ca/sites/default/files/uploads/31/2014-09-05%20Academic%20Integrity%20Policy.pdf)

Please ask me any questions in relation to plagiarism, if you're unsure. Remember to cite \*all\* information and ideas that you get from the readings, the audio information for the course, outside research, and all online course content, including paraphrased (non-directly-quoted ideas and concepts).

I will stop marking assignments when I reach their word limit. Edit carefully so your argument fits in the space you have allotted.

Use either MLA or APA citation style in your work. Online examples are available, so I expect to see no errors in the formatting and application of in-text citations, or your Works Cited / References page:

MLA: <https://owl.english.purdue.edu/owl/resource/747/01/>

APA: <https://owl.english.purdue.edu/owl/resource/560/01/>

## **VII. Autobiography 5/100**

Maximum 500 words, input as a discussion post in the Autobiography Forum on D2L, Discussions

Your autobiography will:

- 1) Introduce yourself to your classmates;
- 2) Share what your experiences have been working for equality / with equality-related issues / thinking about equality, particularly in relation to gender, but in any other way if you are new to thinking about gender critically;
- 3) Share any professional or volunteer experiences related to the class topic;
- 4) Tell me and your course colleagues about any experience with Women's Studies and why you're interested in the course;
- 5) Outline your experience with online classes and online communities, and what you hope to get out of the class.

**Purpose:** The autobiography is a get-to-know-you / each-other exercise that will help you and your classmates begin to break down the 4<sup>th</sup> wall of the computer screen and work as a class.

## **VIII. Online discussions 3 term sections x 10 each = 30 / 100**

Post one discussion contribution each week. Please don't submit mini-essays that stand apart from the class' discussion. If you post first, you get the discussion started!

The week's discussion forum will close on Sundays at 4pm. It is your responsibility to make sure your post is uploaded successfully. Late posts due to technical errors / non-uploads, will not be accepted. Work on your post prior to the last minute!

In your discussion post you will: accurately use the week's key terms / words (available in Notes) when expressing your ideas, *and* do any two (2) of the following three (3) things, for a total of three (3) potential marks per week. Don't skip weeks; that's how to easily lose a grade level!

- i. *Demonstrate engagement with the assigned materials* – by clearly responding to the question posed, using references to the week's materials (with citations);
- ii. *Demonstrate knowledge and understanding of the assigned materials* – by including specific details, using materials' terminology correctly, and making connections between the assigned materials (with citations);
- iii. *Demonstrate engagement with other student's/students' posts* – by following up on their points, responding to questions they pose, making connections between what they write and what you have read for this course (with citations).

#### Conduct in online discussions

I expect good quality, professional conduct from everyone that is sensitive to the issues discussed. Ensure that you:

- 1) check discussions and respond appropriately
- 2) cite all quoted and paraphrased (summarized) ideas that aren't your own
- 3) focus on one issue per message
- 4) capitalize words only to highlight a point – not to SHOUT at your course colleagues
- 5) be professional and supportive
- 6) be courteous when leaving a long message by warning readers at the beginning
- 7) use humour carefully. In the absence of face-to-face cues it can easily be misinterpreted

#### Tips for achieving the best grades in online postings

- 1) Do the readings and view / read / listen to your colleagues' online contribution in advance of posting, that way you can interact with what others have already contributed

- 2) Log onto the course with the intention of reading the discussions only (so you don't get side-tracked)
- 3) Give yourself time to review and consider others' posts
- 4) Having reviewed the readings and the postings, formulate a response in advance of posting your own comments, reflections, or responses. Be sure to include direct or paraphrased, cited, references to the week's required materials to show me you have done the readings and engaged with the group's online contribution.

**Purpose:** It's simple: show me that you've read, listened to, and watched the required materials for the week, and that you understand or are grappling with the concepts even if you don't quite understand them. Because this Discussion portion replaces in-class discussion, I will not be reducing your grade for minor spelling, grammar, punctuation, or syntax errors – I prefer to think of this as closer to talking or texting. If your meaning is incomprehensible, however, I will not be able to assign marks.

## **IX. Discussion Leadership 20/100**

You will be placed in one (1) of 10 groups, and we will start this component in Week 3. Each group member is evaluated individually for the Discussion Leadership portion of the online work, so those who do more of the work receive a grade that reflects their efforts. *[read this too as the audio instructions]*

Look at Group Membership in the Course Content link to find your group. It is your responsibility to check the Membership list and meet your group's due dates.

There are three (2) deadlines associated with this assignment:

- 1) By Friday, noon, of the week prior to your Group's assigned discussion leadership week, your group will post the questions you have mutually agreed on to create threads in the Discussion Forum
- 2) Ongoing during the week: you will be online to facilitate the discussion so that the class' shared experiences can be contextualized within the week's required materials, themes, key words, and concepts

You will do three (3) tasks for this assignment:

- 1) Work with your group online to collectively decide what strategies you would like to use to help the class connect to the week's topic. That is, what are the most important aspects of the week's topic that you want the class to really

understand by the end of the week. I will be following your planning, and can jump in to help out if I see you veering off track;

- 2) Collectively, you will come up with two (2) discussion questions to help your colleagues:
  - a) understand and be able to discuss the key themes of the week better; and,
  - b) be able to accurately use the key terms / words in discussion about the week's required materials.
- 3) Encourage and facilitate the discussion for your assigned week in a way that grounds the discussants ideas in the week's required materials and ensures that the class works towards the important aspects of the week you identified as a group in step 1), above.

**Purpose:** The fourth industrial revolution has begun, and the new work economy requires that you be able to plan, implement, and successfully deliver online projects / meetings / plans / etc. with a group. This is training for your future job. It is also in-depth work on a particular theory, so show me that you know the materials this week inside and out, and that you're able to work to bring out the best understanding in your classmates. I will help you facilitate throughout the week, but leading the online discussion is primarily up to you.

#### **X. Leadership Write-up 15/100**

Maximum 1000 words excluding a title page and/or works cited, double-spaced, 12 point font, 1 inch margins, letter paper, Times new Roman  
Due by 4pm the Friday following your Group's facilitation week

Everyone in the Group will receive the same mark for the write up.

Your Group's Write Up will analyze the discussion you facilitated. It will:

- 1) briefly summarize the key issues, concepts and conclusions of the class discussion for your week;
- 2) make connections between the central topic of the week's required materials that you identified and the concepts that arose in the class discussion;
- 3) explain clearly how the group's questions the class' understanding of the themes, content, or conclusions of the readings;
- 4) use in-text citations appropriately for all ideas that are not your own;
- 5) include an accurate works cited list using an agreed-upon *bona fide* citation style.

**Purpose:** The fourth industrial revolution has begun, and the new work economy requires that you be able to plan, implement, and successfully deliver online written reports with a group. This is training for your future job. It is also your opportunity to show me how well you can employ scholarly analytical writing, how well you can synthesize large chunks of data (the week's discussions), and how well you can collate your results (how you present what you experienced during your week).

### **XI. Lessons Learned Reflection 5/100**

Maximum 500 words, excluding a title page and/or works cited, double-spaced, 12 point font, 1 inch margins, letter paper, Times new Roman

Before you begin your reflection, read your initial Autobiography to situate what you have learned. Your reflection should address:

- 1) Were you surprised by any of the readings? What lessons will you / could you take from what you've learned into your future classes?
- 2) How did you interact with the online format? How would you improve this online educational process?
- 3) How did the class impact your view of the meaning and uses of theory in relation to gender equality, gender itself, human rights, and structural oppressions?

**Purpose:** To reflect on the course and to examine your own intellectual growth over the term.

### **XII. Final Paper 25/100**

Maximum 8 pages, excluding a title page and works cited, double-spaced, 12 point font, 1 inch margins, letter paper, Times new Roman. Use MLA or APA citation style.

Paper Instructions:

Watch Chimamande Ngozi Adichie's *TEDxEuston* talk, "We Should all be Feminists," available at: [https://www.youtube.com/watch?v=hg3umXU\\_qWc](https://www.youtube.com/watch?v=hg3umXU_qWc)

- 1) Ngozi Adichie uses many of the theories we've learned this term to make her arguments. How many can you identify, and where is the evidence to support your answer, with reference to both her talk and the course materials?
- 2) Are there any gaps in her presentation that you are able to see because of one or more of the theories you've learned this term? Identify gaps by

naming them, and explaining how the course materials helped you to see them.

- 3) What does her use of many feminist theories, connected to her personal storytelling, show you about the use and purpose of theory in day-to-day life?

*\*NOTE:* I am very happy to give feedback on rough drafts, so long as I receive them a week before the due date. Please submit your rough draft electronically to me via email in Word. I strongly encourage you to take advantage of feedback.

**Purpose:** Using the assigned course materials, including the weekly groups' articles and discussions, this Paper will assess your understanding of, and ability to use, key terms, concepts, and the theories we've learned this term.

## Appendix: Rubrics for all evaluated exercises

### Autobiography Marking Rubric (5 marks):

You gain 1 mark for each of the points listed; with 1 mark reduced for some errors in scholarly convention, grammar, syntax, spelling, etc., and 2 marks reduced for consistent writing errors well below the 3<sup>rd</sup> year level.

### Online Discussion Marking Rubric (your total each week, added up at the end of the section, and turned into a percentage that is applied to the 10 marks available):

You use the week's key terms and concepts provided in the Notes fulsomely and accurately	1
You use some or few / little of the week's key terms and concepts; or use them, but inaccurately	0.5
You use none of the week's key terms or concepts; or use them all inaccurately	0

Then, any two (2) of your choice of the three (3) options – identified as i, ii, and iii, below:

<b>i)</b> -- Successfully completed by showing engagement with all the required materials for the week	1
-- Somewhat successfully completed; not all materials engaged with, or materials used inaccurately	0.25 – 0.75
<b>ii)</b> -- Successfully completed by moving beyond answering your classmates' discussion leading question(s) for the week, to draw more connections to the required materials into the discussion	1
-- Somewhat successfully completed; not all materials engaged with, or materials used inaccurately	0.25 – 0.75
<b>iii)</b> -- Successfully engaged with other students' posts, actively drawing multiple connections to course materials	1
-- Somewhat engaged with other students' posts, drawing minimal connections between students' theorizing and course materials	0.25-0.75

### Discussion Leadership Marking Rubric (20 marks)

1) You show you have thoroughly read / watched / listened to the week's required materials and you have a grasp on them (when you don't have a grasp on them, be in touch with me for clarification!)  The grade will be assigned up to the 4 available marks as follows: 4/4 you are strong leader who organizes the process, is usually first to the board to manage the group's progress, and you bring a	4
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<p>strongly connected, relevant, understanding of the materials and the week's theory</p> <p>3/4 You are a good leader / supporter who sometimes spearheads, and often supports the process. You are very present in the group's work to come to a decision about the best questions for the week, and you bring a strongly connected, relevant, understanding of the materials and the week's theory</p> <p>2/4 You are in the discussion but not an active participant: you come late, you leave group members waiting days before responding, etc. Your input illustrates a lack of engagement with the materials and the week's topic.</p> <p>1/4 I can see that you have gone onto the discussion planning board with your group, but you have not contributed much either in terms of decision-making, or in bringing relevant thoughts about important aspects of the week, or the questions.</p>	
<p>2. You collectively come up with a maximum of two (2) discussion questions that help the class to connect with the important aspects of the week's topic you identified by your Group</p> <p>The grade will be assigned up to the 4 available marks as follows:  4/4 you are strong leader who organizes the process, is usually first to the board to manage the group's progress, and the questions you suggest would achieve the goals the group set.</p> <p>3/4 You are a good leader / supporter who sometimes spearheads, and often supports the process. You are very present in the group's work to come to a decision about the best discussion questions, and and the questions you suggest would achieve the goals the group set.</p> <p>2/4 You are in the discussion but not a very active participant (you come late, you leave group members waiting days before responding, etc.), your suggested questions don't clearly help to make connections between the required materials and the important aspects of the week the group identified.</p> <p>1/4 I can see that you have gone onto the discussion planning board, but you have not contributed much either in terms of decision-making, or in bringing questions that meet the requirements.</p>	4
<p>3. Facilitating online discussion during your week that encourages</p>	12

<p>your course colleagues to seek answers or context for their postings with evidence from the required materials.</p> <p>The grade will be assigned to the 12 available marks on a percentage basis as follows:</p> <p>80-100% = excellent, with variations depending on depth of engagement;</p> <p>70% = good (you respond well to your peers, you often direct them to the materials to help contextualize their experiences; you are able to get them to make connections between the discussion question and the materials);</p> <p>60% = satisfactory (you are online discussing with your peers, you sometimes direct them to required materials, or use required materials and concepts to theorize their experiences);</p> <p>50% = poor (you are not often on; you rarely make connections to the required materials for them, or work with them to do so);</p> <p>0-40% = fail (you are not online, or you are on rarely, or you never work to facilitate connection between the discussion and the required materials, etc.)</p>	
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### **Leadership write-up rubric (15 marks)**

You will be assigned up to 3 marks for each of the 5 points listed in the assignment description, for a total of 15. Variance will depend on how well you deliver the required information. You will lose up to 5 marks from your total for not using appropriate scholarly citations, with variation depending on the number of errors; you will lose up to 3 marks from your total for improper grammar, spelling, syntax, punctuation, etc., with variation depending on the number of errors.

### **Lessons Learned Marking Rubric (5 Marks)**

1 mark for item 1 in the instructions;  
1 mark for item 2;  
3 marks for item 3.

Variation will be based on how well you answer the questions, and whether you miss one. You will lose up to 2 marks for any missed citations (variation based on number of errors); you will lose up to 1 mark for errors in grammar, citation, spelling, punctuation, syntax, etc.

### **Final Paper Marking Rubric (percentage of 25 marks available)**

A+ (90-100): Near-Perfection: The essay clearly develops a near-irrefutable argument concisely and convincingly. Ideas are linked and flow clearly from sentence to sentence and paragraph to paragraph. The argument leads clearly and inexorably to its conclusion, is stimulating to read and shows analytical abilities well in excess of expectations for the level. There are no errors in scholarly documentation or formatting, and the work is virtually free of errors in grammar, spelling and punctuation. Secondary sources never stand in for student's own thoughts and are used intelligently to evidence the argument.

A-, A (80-89): Excellent: The essay thoughtfully develops an interesting thesis; secondary source material is used intelligently, and not as a substitute for the student's own thinking. The student is in command of the topic and shows some originality and enthusiasm in discussing it. The essay is well organized, convincingly argued, and clearly expressed – a pleasure to read. It is mainly free of errors in grammar, spelling and punctuation, and uses the conventions of scholarly documentation correctly.

B-, B, B+ (70-79): Very Good to Good: A competent, accurate treatment of its topic. The essay is well written and has a clear thesis. Essays at the bottom of this range may not have fully digested the material, and may lean uncritically on secondary sources. The organization is good and the sentences are all comprehensible. There are few errors in grammar, spelling and punctuation. The essay follows standard conventions of scholarly documentation.

C-, C, C+ (60-69): Good to Fair: A pedestrian presentation. The thesis is unclear, or trivial, or undeveloped. Much of the essay is summary or paraphrase, with only occasional analytical comment. There may be inaccuracies; essays at the bottom of this range may rely exclusively on secondary sources instead of the students' own thoughts. The essay is disjointed; some sentences may be convoluted and incomprehensible. There may be mistakes in grammar, spelling and punctuation, as well as carelessness about scholarly documentation.

D-, D, D+ (50-59): Poor: Has serious inaccuracies and inconsistencies. The student has some grasp of the topic, but not much. Where sources are cited, they tend to be misused or misinterpreted. The student may express opinions, but does not support them with evidence or argument. The essay lacks coherence, is unclear, and has many errors in grammar, spelling and punctuation, as well as carelessness about scholarly documentation.

E (40-49): Failure Grade: Near-total misunderstanding. The student has very little grasp of the materials or subject. The essay is disorganized, obscure, full of grammatical errors and is unscholarly.

F (0-39): Failure Grade: Total misunderstanding. The student seems to have no grasp of the materials or subject. The essay is disorganized, obscure, is full

of grammatical errors and is unscholarly. This grade will also be applied for via the Dean's office for plagiarism of either direct quotations or paraphrased information.