

WOME2117 FA: Girls and Girlhood
Department of Women's Studies, Lakehead University
Fall 2017

Lecturer: Dr. Jen Chisholm
Office: RB2011 (Ryan Building, room 2011)
Office Hours: Tuesdays and Thursdays 10am-11am (or by appointment)
Email: jen.chisholm@lakeheadu.ca

Class Time: Tuesdays & Thursdays 8:30am-10am
Location: ATAC 1007

Course Description

This course will introduce students to Girlhood Studies and will focus on the social, political and cultural relations that shape girls' lives and experiences. Particular attention will be paid to the impacts of socialization, representation, marginalization and inclusion/exclusion of girls and young women. We will examine constructions of feminism, agency, empowerment and subjectivity as they relate to girls. Students will engage in several areas of inquiry and dialogue, including (but not limited to): subjectivity, consumption, representation, sexuality, colonization, violence, mental health, and their impacts on the lives of girls. Throughout this course we will explore how intersections of race, class, sexuality, ability, ethnicity, etc. come to bear on girls' lives and experiences.

Learning Objectives

This course will enable students to:

- Identify the importance of girl/girlhood studies in relation to various feminist movements and disciplines
- Recognize the ways that intersecting categories of identity influence girls' and young women's experiences at various life stages
- Analyze the relationship between feminism and girlhood studies, including the role and place of girls within feminist discourse and activism

This course is also intended to help students develop the following skills:

- Critical thinking
- Analytical reflection
- How to read, interpret and evaluate theoretical material
- Oral and written communication

Grading Scheme

In-class Assignments (6 x 5%)	30% (Due throughout term)
Representational Analysis Paper	20% (Due Tuesday Oct 17th, 2017)
Discussion Question	10% (Due throughout term)
Participation	10% (Assessed throughout term)
Take Home Exam	30% (Due Tuesday, December 14th, 2017)

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. Please be aware that some of the material we are reading is of a sensitive nature. Some readings may be upsetting or disturbing. It is necessary that we all use respectful language and be sensitive of one another during our discussions.

Personal attacks, gender and racial slurs, disrespectful comments on ability or able-bodiedness, or other such inappropriate 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 may 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. Engaged listening is important. Disrespectful behaviour and/or comments about people in class or being studied will not be tolerated.

On Campus Help Available to Students:

Student Success Centre: Additional help regarding academic matters 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 - "<http://learningassistance.lakeheadu.ca/> <http://learningassistance.lakeheadu.ca/>

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/>

GENERAL GUIDELINES

Email Etiquette:

All correspondence should be polite, respectful and professional. Email inquiries must include:

- a salutation, (i.e. "hello", "dear", "To", etc.)
- a detailed question, or polite request
- a signature (i.e. your name).

Emails that do not follow this format will be directed back to the student for revision.

I ask that you limit your use of email to questions or concerns that can be responded to in a paragraph or less. Please do not send emails addressing complex issues or asking questions that can be answered by reading the course outline, or by consulting one of your fellow students. For more in-depth discussion of course issues, please see me during office hours or make an appointment. I encourage you to deal with issues related to course assignments or comprehension in person during class or during office hours.

Every effort will be made to respond to emails within 48 hours (excluding weekends). If you have not received a response after 48 hours, please send a polite reminder as sometimes emails can get lost in the shuffle!

A Note on Submitting Assignments:

All assignments must be submitted in hard copy (i.e. paper copy) in class on the listed due date to avoid late penalties.

Late Policy:

Assignments received after the due date will be penalized 5% per day. Requests for extensions must be made prior to the due date and will ONLY be given in extenuating circumstances and may require 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.

Style and Grammar:

Marks are not directly deducted for poor writing style and grammar. However, you simply cannot achieve a good grade if the paper is difficult to read and the argument difficult to discern. It is essential to proofread.

Referencing:

Assignments must be entirely your own work. If the exact words or phrases of another author are used they must be in quotation marks with an accompanying reference. Material that is paraphrased – that is, an idea from another author but put into your own words – must also be accompanied by a properly formatted citation. Please use appropriate style (either MLA, APA or Chicago) in a consistent manner throughout the paper.

References are essential and have four purposes: (1) they indicate the source of the "quotations," (2) acknowledge the interpretations and ideas of others, (3) provide authority for facts which might be challenged or result from the research of others, and (4) point to other sources or interpretations of the same topic. In general, references acknowledge the use of another person's ideas and are essential in avoiding plagiarism. Failure to provide adequate references constitutes plagiarism.

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: "<http://calendar.lakeheadu.ca/current/contents/regulations/univeregsIXacdishon.html>" 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 be 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.

ASSIGNMENT INSTRUCTIONS

Note: Assignments will also be discussed in class.

In-Class Assignments (6 x 5% = 30%)

Throughout the term, students will complete a series of 6 written assignments based on weekly course material. The structure of the assignments will vary, but typically involve an activity, creative project or image analysis, and a series of reflection questions asking students to link the assigned activity to course readings and concepts. For these assignments, students will be divided into groups (of 4 or 5). Each group will submit one assignment at the end of the designated class. The dates for the in-class assignments are as follows:

Thursday, Sept. 21st, 2017

Thursday, Oct. 5th, 2017

Thursday, Oct. 26th, 2017

Thursday, Nov. 9th, 2017

Thursday, Nov. 16th, 2017

Thursday, Nov. 23rd, 2017

*Please note that in order to receive a mark for the in-class assignments, you **MUST** attend class on the dates listed above. Alternative arrangements will only be made for students who can provide proof of accommodation (from Student Accessibility Services)*.

Representational Analysis Paper (20%)

Students are asked to reflect on and analyze a representation of girls and girlhoods from contemporary media and popular culture. Papers should be approximately 1500 words (4-5 double spaced pages) and include at least ONE course reading, and TWO additional academic sources. Your paper must be properly cited, including a full and complete bibliography (in either APA, MLA or Chicago format).

For the purpose of this paper, students must reflect on a representation of girls (individual character) or girlhoods (depiction of girl culture) in a film, television series, or book. Papers should include a short description or summary of the character/film/series/book you have chosen (no more than 350 words) and a critical reflection of the ways in which girls and girlhoods are constructed, understood and represented in a specific context.

Discussion Question (10%)

Each student will submit ONE discussion question, based on an assigned course reading, as well as a response to the question posed (i.e. how would you answer the

question?). A good discussion question will take up an aspect of the reading (one of the author's main points, a key concept) offer a brief explanation and pose a question or series of related questions. Questions should be phrased such that it invites detailed responses, rather than simply "yes or no" answers.

At the beginning of term, students will sign up to submit a discussion question on a given date throughout the term. Discussion questions are due by 11:59pm the day before your assigned class. Your questions will then be posed to the class during the discussion.

Participation (10%)

Class discussion is an important component of the course, and is crucial to your success in understanding the ideas/issues presented in the course. Students are expected to contribute to and participate in lively and thoughtful discussions based on the readings and topics for each week. Throughout the term, class time will be set aside for "tutorial" classes. During tutorial classes, students will gather in small groups to discuss and analyze articles/blog posts/videos/etc. related to that week's topic (*see "In-Class Assignments" for further instructions).

Participation from all members of the group is crucial if a discussion is to be both interesting and instructive. Discussion requires preparation which includes reading the articles and thinking critically about them before attending class. It is necessary that students critically read the materials in advance so they are fully prepared to speak about and ask questions about the readings. Participation marks are based on active involvement in the discussion and on the content of the student's comments.

Lectures and class discussions will be centred on the readings listed for each week on the course outline. Readings are complementary to other course components (lectures, assignments, et cetera). Students are encouraged to relate material in the readings to each other, contemporary or historical events, and/or real life examples from their experience. Ultimately, a discussion should become a forum for the analysis and expression of ideas based on evidence from the readings, and for integrating the information/ideas presented in the varied components of the course.

When evaluating the readings consider the following:

What are the key points or ideas?

Can you describe (in your own words) what the reading is about?

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?

Take Home Exam (30%)

At the beginning of week 12 (Tuesday, November 28th, 2017) students will be given a list of questions, and asked to write two short essays (750 words each) in response to the questions provided. Students will be given an option of questions to choose from - for instance, you'll be asked to choose 2 from a list of 4. Each question will require that you synthesize material from throughout the course, and will focus on the broader concepts we've addressed throughout the term. You will be asked to make direct reference to course readings and concepts. You are encouraged to also relate your answers to other material we've looked at

(films, clips, articles, reflect/connect posts from your classmates, etc.) though you are not required to do any outside research.

You will be given TWO weeks to complete the take home exam. The final day to submit the exam will be Tuesday, December 12th, 2017.

WEEKLY READING SCHEDULE

Week 1: What is Girlhood Studies?

Tues Sept 5:

Introductions
Review Syllabus

Thurs Sept 7:

Kearney, Mary Celeste. (2009). "Coalescing: The Development of Girls' Studies". *NWSA Journal*. Vol. 21(1). pgs. 1-28.

Week 2: Herstory: Historical Constructions of Girls/Girlhood

Tues Sept 12:

Driscoll, Catherine. (2008). "Girls Today: Girls, Girl Culture and Girl Studies". *Girlhood Studies*. Vol. 1(1). pgs. 13-32.

Thurs Sept 14:

Mendes, Kaitlynn et al. (2009). "Commentary and Criticism: Girls, Boys and 'Girlhood' Studies". *Feminist Media Studies*. Vol. 9(1). pgs. 109-125.

Week 3: Gendered Play

Tues Sept 19:

Wohlwend, Karen E. (2009). "Damsels in Discourse: Girls Consuming and Producing Identity Texts Through Disney Princess Play". *Reading Research Quarterly*. Vol. 44(1). pgs. 57-83.

Thurs Sept 21:

****Tutorial Class****

Kirsch, Alexandra C., Murnen, Sarah K. (2015). "'Hot Girls' and 'Cool Dudes': Examining the Prevalence of the Heterosexual Script in American Children's Television Media". *Psychology of Popular Media Culture*. Vol. 4(1). pgs. 18-30.

Week 4: Schooling and Socialization

Tues Sept 26:

Reay, Diane. (2001). "'Spice Girls', 'Nice Girls', 'Girlies', and 'Tomboys': Gender Discourses, Girls' Cultures and Femininities in the Primary Classroom". *Gender and Education*. Vol. 13(2). pgs. 153-166.

Thurs Sept 28:

Read, Barbara. (2011). "Britney, Beyonce, and Me: Primary School Girls' Role Models and Constructions of the 'Popular Girl'". *Gender and Education*. Vol. 23(1). pgs. 1-13.

Week 5: Media Representations of Girlhood

Tues Oct 3:

Kelly, Deirdre M. & Pomerantz, Shauna. (2009). "Mean, Wild and Alienated: Girls and the State of Feminism in Popular Culture". *Girlhood Studies*. Vol. 2(1). pgs. 1-19.

Thurs Oct 5:

****Tutorial Class****

Massoni, Kelly. (2006). "Teena Goes to Market: Seventeen Magazine and the Early Construction of the Teen Girl (As) Consumer". *The Journal of American Culture*. Vol. 29(1). pgs. 31-42.

NO CLASSES: Fall Reading Week Oct 9-13

Week 6: Consuming Girlhood

Tues Oct 17:

****Media Analysis Assignment DUE****

Hains, Rebecca C. (2009). "Power Feminism, Mediated: Girl Power and the Commercial Politics of Change". *Women's Studies in Communication*. Vol. 32(1). pgs. 89-113.

Thurs Oct 19:

Gonnick, Marnina. (2006). "Between 'Girl Power' and 'Reviving Ophelia': Constituting the Neoliberal Subject". *NWSA Journal*. Vol. 18(2). pgs. 1-23.

Week 7: Celebrity Feminism

Tues Oct 24:

Keller, Jessalyn & Ringrose Jessica. (2015). "'But the Feminism Goes Out the Window': Exploring Teenage Girls' Critical Response to Celebrity Feminism". *Celebrity Studies*. Vol. 6(1). pgs. 132-135.

Thurs Oct 26:

****Tutorial Class****

Keller, Jessalynn. (2015). "Girl Power's Last Chance?: Tavi Gevinson, Feminism, and Popular Media Culture". *Continuum*. Vol. 29(2). pgs. 274-285.

Week 8: Constructions of Girlhood: Good Girl vs. Bad Girl

Tues Oct 31:

Tolman, Deborah L. & Higgins, Tracy E. (1996). "How Being a 'Good Girl' Can Be Bad for Girls". In Bauer Maglin, Nan & Perry, Donna. (Eds.). Bad Girls/Good Girls: Women, Sex and Power in the Nineties. Rutgers University Press: New Jersey. pgs. 205-225.

Thurs Nov 2:

Harris, Anita. (2004). "The 'Can-Do' Girl Versus the 'At-Risk' Girl". *Future Girl: Young Women in the 21st Century*. Routledge: New York. pgs. 13-36.

Week 9: Sexualizing Girls

Tues Nov 7:

Kehily, Mary Jane. (2012). "Contextualizing the Sexualization of Girls Debate: Innocence, Experience and Young Female Sexuality". *Gender and Education*. Vol. 24(3). pgs. 255-268.

Thurs Nov 9:

****Tutorial Class****

Tsaliki, Liza. (2015). "Popular Culture and Moral Panics about 'Children at Risk': Revisiting the Sexualization of Young Girls Debate". *Sex Education*. Vol. 15(5). pgs. 500-514.

Week 10: Sexuality and Girlhood

Tues Nov 14:

Vardeman-Winter, Jennifer. (2012). "Medicalization and Teen Girls' Bodies in the Gardasil Cervical Cancer Vaccine Campaign". *Feminist Media Studies*. Vol. 12(2). pgs. 281-304.

Thurs Nov 16:

****Tutorial Class****

Polzer, Jessica & Knabe, Susan. (2009). "Good Girls Do...Get Vaccinated: HPV, Mass Marketing and Moral Dilemmas for Sexually Active Young Women". *Journal of Epidemiology and Community Health*. Vol. 63(11). pgs. 869-870.

Week 11: Sexism and Resistance

Tues Nov 21:

Pomerantz, Shauna., Raby, Rebecca & Stefanik, Andrea. (2013). "Girls Run the World?: Caught Between Sexism and Postfeminism in School". *Gender & Society*. Vol. 27(2). pgs. 185-207.

Thurs Nov 23:

****Tutorial Class****

Raby, Rebecca. (2010). "'Tank Tops are Ok but I Don't Want to See Her Thong': Girls' Engagement with Secondary School Dress Codes". *Youth & Society*. Vol. 41(3). pgs. 333-356.

Week 12: Decolonizing Girlhood

Tues Nov 28:

de Finney, Sandrina. (2014). "Under the Shadow of Empire: Indigenous Girls' Presenting as Decolonizing Force". *Girlhood Studies*. Vol. 7(1). pgs. 8-26.

Thurs Nov 30:

Weems, Lisa. (2009). "M.I.A. in the Global Youthscape: Rethinking Girls' Resistance and Agency in Post Colonial Contexts". *Girlhood Studies*. Vol. 2(2). pgs. 55-75.

Looking Forward to a Great Term!

