



## **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, social location, 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 lectures, in-class discussions and tutorials

## **COURSE WEBSITE**

This course has an online website that can be accessed through the Desire2Learn (D2L) platform at <https://mycourselink.lakeheadu.ca/d2l/home>.

The functions we will use on our D2L site are:

- Main page/Announcements: where course updates will be posted; please check it often
- Assignments: use the Assignments function to submit your reflection papers

Please spend some time familiarizing yourself with these components of the website. You may wish to review the "Important Links" information under the tab menu item entitled "More."

## **ASSIGNMENT GUIDELINES**

### **PARTICIPATION (5%)**

Your voice is important! The class style this term will consist of lectures, discussions, and tutorials. 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 during the second half of the term, on Tuesdays. Each student will be placed in a discussion group for these discussions, which will be based on the week's assigned readings.

To prepare for participation in the lectures and 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 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 the weekly lecture? How do they fit with other readings/lectures from the course?

**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 that is no longer appropriate. Please be reminded that respect for the people we study and other students is essential to a productive discussion.

### **REFLECTION PAPERS (10% EACH)**

**Due October 5, November 2, and November 30 by 11:59 PM on each day (online submission)**

During the fall semester you will write three short reflection papers. These papers provide me with evidence that you have read and reflected on the readings, including how they connect (or not) to your own experiences. It is hoped that these papers will help to facilitate our in-class discussions, as well as tutorials, as we will all come to class having already reflected on what the authors have to say, and ready to actively contribute.

The suggested length guideline for each of these papers is approximately 2.5-3 pages, double-spaced. **Please note that you do not need a title page for these assignments** – simply include your name, the date, and your course number and section (YA or YB) on them. Please include a References/ Works Cited list at the end of your paper in APA or MLA style.

Select two of the chapters from one week in our course that has already taken place (or is in progress) when the assignment is due. Write a brief paper that summarizes and responds to those chapters, based on the following guidelines:

In the first half of your paper, summarize the overall gist of the two chapters under consideration, in relation to the theme of the week. To do this, you might answer some of the following questions: What are the authors' main claims? How do the authors develop or support their claims? What do the authors think should happen? How do the chapters connect to the weekly theme, and what you have learned about it? Aim to write concisely, with an emphasis on summarizing and paraphrasing (not quoting the author).

In the second half of your paper, comment on something that especially appealed to you or intrigued you. Consider: what was it about the reading that moved you? How does it connect (or not connect) with your own social location, and your experiences? Why do you think that it's important? Please don't comment on everything; rather, try to develop one thought in some depth.

Evaluation of your reflection papers will be based particularly on quality of writing, demonstration of engagement, comprehensiveness of the summaries (ability to identify key points), and evidence of critical analysis. A grading rubric will also be provided for you to review, prior to the due date of the first paper.

**Submission Process:** Please submit this assignment in MS Word (not as a PDF), through the "Assignment" tab on our D2L website. The "track changes" feature in MS Word may be used to comment and provide feedback on your papers, which will be returned to you through the D2L website.

## **EXAM (15%)**

### **Date to be determined (sometime in December 2017)**

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.

The exam will be scheduled in the University Gym and will be a three-hour exam. You are required to stay for one full hour of the exam (and may, of course, stay for the full three hours).

If you have learning accommodations, you may be scheduled to write your exam elsewhere in the University, at the same time as the rest of the class.

## **OTHER IMPORTANT COURSE INFORMATION**

**Assignment due dates:** All assignments must be handed in by the specified due dates. If you have trouble meeting a due date, please discuss it with me **at least one week prior** to your due date and, if accepted, we will negotiate a new due date. Missing due dates without prior approval will result in a deduction of 5% per day.

**Accessibility and Learning Accommodations:** Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact Student Accessibility Services <http://studentaccessibility.lakeheadu.ca> (SC0003, 343-8047 or [sas@lakeheadu.ca](mailto:sas@lakeheadu.ca)). If you have special needs regarding the format or the due dates for the assignments, please inform me.

**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 - <https://www.lakeheadu.ca/current-students/student-success-centre>

**Academic dishonesty and plagiarism:** 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 <http://csdc.lakeheadu.ca/Catalog/previouscals/2012-2013/pg39.html> , or speak with 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. **Please do your own work.**

**Your mental health is important!** If you require immediate support regarding a mental health crisis, call Crisis Response at 346-8282 (24 hours/day). For non-crisis issues, please call Good To Talk at [1-866-925-5454](tel:1-866-925-5454). For additional community resources, please call 211.

## READINGS BY WEEK

*Important! Please come to class and tutorials having already read the assigned readings.*

### **September 5, 7: Welcome and Introduction: Why Gender and Women's Studies?**

#### **Why Feminism?**

Readings: Chapter 1, Supplement 1, Chapter 2

### **September 12, 14: Lecture/Discussion: Feminism and Diversity**

Readings: Chapter 3, Supplement 2, Chapter 4, Supplements 12 & 14

### **September 19, 21: Lecture/Discussion: Intersectionality**

Readings: Chapter 5, Supplements 3 & 4, Chapters 6 & 7

### **September 26, 28: Lecture/Discussion: Women's Status and Rights**

Readings: Chapters 8, 9, & 10; Supplements 5 & 6

### **October 3, 5: Lecture/Discussion: Sexing the Body**

Readings: Supplement 7; Chapters 11, 12, & 16

<p><b>Reflection Paper #1 due October 5</b></p>
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**\*\*\*READING WEEK: NO CLASSES OCTOBER 9-13\*\*\***

Note on Tutorials: Following Reading Week, tutorials will take place on the Tuesday of each week. Details will be provided regarding your tutorial group, tutorial leader, and meeting location. Please bring your course textbook to the tutorials, and be sure to have done the assigned readings so that you can contribute meaningfully to the discussions.

### **Tuesday, October 17: Tutorial**

Topic: Review of major concepts covered to date

### **Thursday, October 19: Lecture: Difference and Inequality**

Readings: Chapters 14 & 15; Supplements 10 & 11

### **Tuesday, October 24: Tutorial**

Topic: Difference and Inequality (discussion of readings listed above)

**Thursday, October 26: Lecture: Intersex and Transgender Rights**

Readings: Chapters 17 & 18; Supplements 8, 9, & 13

**Tuesday, October 31: Tutorial**

Topic: Intersex and Transgender Rights (discussion of readings listed above)

**Thursday, November 2: Lecture: Challenging Heteronormativity**

Readings: Chapters 19, 20, 21, & 22; Supplements 15 & 16

**Reflection Paper #2  
due November 2**

**Tuesday, November 7: Tutorial**

Topic: Challenging Heteronormativity (discussion of readings listed above)

**Thursday, November 9: Lecture: Identity, Inequality and Stereotypes**

Readings: Chapters 23-26

**Tuesday, November 14: Tutorial**

Topic: Identity, Inequality and Stereotypes (discussion of readings listed above)

**Thursday, November 16: Lecture: Histories and Legacies of Colonialism**

Readings: Chapters 27-30; Supplements 17 & 18

**Tuesday, November 21: Tutorial**

Topic: Histories and Legacies of Colonialism (discussion of readings listed above)

**Thursday, November 23: Aboriginal Women's Agency and Resistance**

Readings: Chapters 31-34

**Tuesday, November 28: Tutorial**

Topic: Aboriginal Women's Agency and Resistance (discussion of readings listed above)

**Thursday, November 30: Exam Review**

**Reflection Paper #3  
due November 30**

**Exam – to be scheduled in December**