Welcome to term 2 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 our 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).
Please purchase the 2013 version (not the 2016 version) of this text.

WINTER TERM ASSIGNMENTS
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<td>Participation</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 course 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
- demonstrate an awareness of some of the ways gender and sex function as well as the relationship to other categories of analysis and identity (intersectionality)
- conduct secondary scholarly research using a variety of scholarly resources
- communicate research results in writing clearly and effectively
- engage in oral discussion regarding key issues and debates in Women’s Studies

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 Thursdays. 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.

Paper Proposal and Bibliography:
DUE February 1st, 2018

For this assignment, students will develop a paper proposal for the research essay (due in March), create a list of potential sources, and provide a short description of the relevancy of each source. Students will pick a topic of interest related to the field of Women’s Studies - this might be a topic we’ve covered in class, or one not discussed in class (Note: if you go with the second option here, it is a really good idea to make an appointment with Ms.Rizzo or your TA to discuss your topic and ideas).
Develop a detailed 1-2 page outline of your paper including: introductory statement, short description of the chosen topic, your research question, preliminary thesis statement, and the key points you intend to use to prove your thesis. (A good paper will have 3-4 key points used to prove the thesis.) The proposal should form the preliminary “skeleton” for your research essay. A good research question is on a subject that will sustain your interest over the course of the research, is specific enough to limit to research so that you are able to complete in a reasonable timeframe. Your research can be global or local in orientation as well as either historical or contemporary. The question should reflect both a time period and a place or when and where things happened. This will inform your research and evaluation of the sources.

This preliminary assignment is designed to get you thinking about and exploring the resources for your final paper. 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. (Note: You can connect to the library website off campus using the proxy server. On the Library homepage click on Connect from Home and login using your LU email address and password.)

In addition to the paper proposal, students will also provide an annotated bibliography of potential sources to be used in the research essay. 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 your paper. This still 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. The sources you identify should be provided in proper bibliographic style (MLA, APA or Chicago citation style). Your annotation should include 4-5 sentences briefly describing the source and indicating how you think it works to prove your thesis.

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 that they are scholarly, academic sources.

Each bibliography must include (at least):
2 books
2 journal articles
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 OR reputable newspaper and magazine articles relevant to your topic)

Please note: Course materials cannot be used for this assignment

Another purpose of this assignment is to provide you with some feedback on your research question and thesis statement prior to the writing of the research essay. Pay close attention to the suggestions provided by the grader and work to incorporate them into your final essay.

**Research Paper:**
DUE March 22nd, 2018
Your final research paper builds upon the proposal and bibliography submitted earlier in the term. Be sure to pay close attention to the feedback that you received from that assignment to ensure that you are able to produce your best work. Please note: changes of research paper topic after the proposal and bibliography are submitted is HIGHLY DISCOURAGED. Your paper should be about 2000 words (6-8pgs double spaced), 12 point font, one inch margins, a works cited page including all sources used in the essay in proper citation style.

Your research paper should follow the same format as identified for your outline. The introductory section should include an introductory hook, a clearly stated research question, a thesis statement (or what your main argument will be) and an indication of the key points or subtopics that will be addressed in the paper. In the main body of the paper you should sequentially develop your key points providing evidence throughout from the books and academic articles you have read on your topic.

Each major topic should be a separate paragraph and all information in that paragraph should clearly link to the topic. Your paper should end with a strong conclusion that restates your main points and ties up your argument.

As noted in the general guidelines above, proper referencing is mandatory for academic research papers. References must be given for all information you have taken from other sources whether you are directly quoting, or paraphrasing in your own words. Either MLA, APA or Chicago format can be used. Carefully check that all of your sources are fully cited in the body of the paper (author, year of publication and page number) and also that all of your sources are listed alphabetically and with full information in the bibliography.

Leave sufficient time before the due date to carefully proofread and edit your paper. Pay particular attention to spelling and grammar. Use your computer spellcheck as a first step, but remember that the computer program will not catch most grammatical errors, nor will it catch many common spelling errors. For example, the spell check program will not flag words for which spelling is context dependent, such as “principal” and “principle,” or “their” and “there.” You will need to do your own careful proofreading to catch such errors. If you are uncertain about a word spelling please take a few seconds and consult an online dictionary to get the correct spelling and usage. Similarly, online grammar sources or reference texts in the LU library should be consulted for questions of grammar. Assistance can also be found at the Student Success Centre, however, during busy term time, there may be delays in accessing help.

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 April 2018)

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.

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 discarded.
- If your email cannot be answered in one or two sentences, please make time to see me in person.

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). 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/previousscals/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. For additional community resources, please call 211.

READINGS BY WEEK

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

Week 1: January 9 & 11
   Homelessness, Poverty and Structural Violence
   Readings: Chapters 61-64 and Supplements 36 and 37.

Week 2: January 16 & 18
   Neo-liberalism, the ‘New Economy’ and Women’s Work
   Readings: Chapters 58-60

Week 3: January 23 & 25
   Global Restructuring and Transnational Activism
   Readings: Chapters 54-57 and Supplements 33 and 35.

Week 4: January 30 & February 1
   Women’s Action for Social Change

   **Paper Proposal and Bibliography DUE FEB 1st**

Week 5: February 6 & 8
   Transnational Feminisms and Global Social Movements
   Readings: Chapters 68 and 69 and Supplements 41-44.

Week 6: February 13 & 15
   Representations and Body Politics
   Readings: Chapters 35 and 36 and Supplements 19-23

   ***Winter Reading Break February 19-23, No Classes***

Week 7: February 27 & March 1
   Regulating Body and Desire
Readings: Chapters 37-39 and Supplements 24 and 25

Week 8: March 6 & 8
   Body Projects
   Readings: Chapters 40-43 and Supplement 26

Week 9: March 13 & 15
   Women’s Health – Social Determinants and Intersectionalities
   Readings: Chapters 44-47 and Supplements 27-29.

Week 10: March 20 & 22
   Reproduction and Body Politics
   Readings: Chapters 48-50 and Supplements 30 and 31.

**Research Essay DUE MAR 22nd**

Week 11: March 27 & 29
   Locating Gendered Violence
   Readings: Chapters 51-53 and Supplement 32

Week 12: April 3 & 5
   Course Reflections and Exam Review

Exam – to be scheduled in January