

APPLIED ARTS DIVISION  
School of Liberal Arts  
Fall, 2015



**COURSE OUTLINE**

**WGST 100-ONLINE**

**INTRODUCTION TO WOMEN'S STUDIES I**

**45 HOURS**

**3 CREDITS**

PREPARED BY: Jade Boyd

DATE: August 19, 2015

APPROVED BY:

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)

## INTRODUCTION TO WOMEN'S STUDIES I

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**INSTRUCTOR:** Jade Boyd

**OFFICE HOURS:** Thursdays, 11:30 - 12:30 via Moodle Chat

**OFFICE & CLASSROOM LOCATION:** Online

**E-MAIL:** [jboyd@yukoncollege.yk.ca](mailto:jboyd@yukoncollege.yk.ca)

**TECHNICAL SUPPORT:** [help.yukoncollege.yk.ca](http://help.yukoncollege.yk.ca)

**TELEPHONE:** (867) 668-8770 (Admin Ast.)

**DATES/TIMES:** Sept. 9 - Dec. 18, 2015

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### DETAILED COURSE DESCRIPTION

This course is an interdisciplinary introduction to Women's and Gender Studies. Various theoretical explanations for the acquisition, development, and maintenance of female/male gender roles are examined, and the implications of gender assignment in the daily lives of women and men are discussed. Past and present conditions of women's lives are analysed from a variety of perspectives with emphasis placed on the different experiences of women depending on their race, ethnicity, age, class, religion and region.

### PREREQUISITES

None.

### EQUIVALENCY OR TRANSFERABILITY

CAMO HUM 100 lev (3)	OC WMST 100 (3)	SFU GSWS 101 (3) - B-Soc
TRU SSEL 1xx0 (3)	TRU-OL WOST 1019 (3)	TWU SOCI 100 lev (3)
UFV GE 1xx (3)	UNBC WMST 100 (3)	UVIC WS 105 (1.5)
VIU WOST 1 <sup>st</sup> (3)		

## LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- Explain the historical position of women in Western Society
- Describe basic theories by and about women regarding their subordination, activism and advancement
- Apply an understanding of the social construction of gender to personal life situations and our society, e.g. media commentary
- Develop their knowledge and appreciation of the diversity of women
- Present their perceptions of the local and global issues which women face today.

## EVALUATION

Your final mark in the class will be based on the following:

<i>Participation in 3 on-line forums</i>	15%
<i>Midterm Exam</i>	25%
<i>Visual Media Analysis Activity</i>	10%
<i>Term Paper</i>	25%
<i>Final Exam</i>	25%
Total	100%

## STATEMENT OF RESPECT

Students, instructors, guests and course materials (readings/media) in WGST courses often raise controversial issues in the course of on-line and/or classroom discussion. It is vital that your fellow students and instructor(s) be treated respectfully at all times and in all interactions. Disagreements are vital to thinking through new ideas and should be treated as part of a process rather than as absolute. Remember to also be mindful of word usage and expression - offensive language will not be tolerated. Assignments in this class follow the conventions of grammar and punctuation expected in all academic writing. Language in WGST assignments should be non-sexist, non-racist, and non-heterosexist.

## REQUIRED TEXTBOOKS

1. Hobbs, Margaret & Rice, Carla (2013). *Gender and Women's Studies in Canada: Critical Terrain*. Toronto, Ontario: Women's Press. ISBN 978-0-88961-484-0

\*Available for purchase in the bookstore. An e-book version is alternately available directly from the publisher.

2. Films and video clips to be viewed as part of the course (see class schedule for details). Note: video clips and films are an integral part of the course texts and need to be treated as such. In other words, they are not intended for “entertainment” purposes.

## **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

[http://www.yukoncollege.yk.ca//downloads/Yukon\\_College\\_Academic\\_Regulations\\_and\\_Procedures\\_-\\_August\\_2013\\_final\\_v1.pdf](http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf)

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person’s writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student’s responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

## LORENE ROBERTSON WRITING CENTRE

All students are encouraged to make the Lorene Robertson Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: [www.yukoncollege.yk.ca/student\\_info/pages/writing\\_centre](http://www.yukoncollege.yk.ca/student_info/pages/writing_centre)

### Resource Links:

- APA Citation Guide:  
[http://wiki.ubc.ca/Library:How\\_to\\_Cite/Major\\_Style\\_Guides](http://wiki.ubc.ca/Library:How_to_Cite/Major_Style_Guides)
- Resource Guides for writing a paper:  
<http://learningcommons.ubc.ca/resource-guides/>
- Critical Thinking: <http://www.sussex.ac.uk/s3/index.php?id=87>
- Critical Thinking:  
[http://www2.napier.ac.uk/getready/managing\\_information/critical\\_thinking.html](http://www2.napier.ac.uk/getready/managing_information/critical_thinking.html)
- Critical Reading v. Critical Thinking:  
[http://www.criticalreading.com/critical\\_reading\\_thinking.htm](http://www.criticalreading.com/critical_reading_thinking.htm)
- Extending and Developing Your Thinking Skills:  
<http://www.open.edu/openlearn/education/extending-and-developing-your-thinking-skills/content-section-0>

## SCHEDULE OF TOPICS, ASSIGNMENTS AND READINGS:

**Sept. 9-11 Week 1: Introduction to Women's and Gender Studies: What is Feminism?**

Chapter 2: bell hooks, Excerpts from *Feminism Is for Everybody* (pp. 11-15)

Chapter 3: Verna St. Denis, *Feminism Is for Everybody: Aboriginal Women, Feminism, and Diversity* (pp. 16-28)

**Activity:** View short power point/audio introduction

**Objective:** The objective for week one is to begin to form a working definition of what feminism is and whom it is relevant to. This week should provide a solid framework for the topics covered in the weeks to follow.

**Sept. 14-18 Week 2: Intersectionality & Women's Rights**

Chapter 5: CRIAW, *Intersectional Feminist Frameworks: A Primer* (pp. 38-43)

Chapter 8: Canadian FAFIA & CLC, *Reality Check: Women in Canada and the Beijing Declaration and Platform of Action 15 Years On* (pp. 70-85)

Supp. 3: Intersectionality Wheel Diagram (p. 44)

Supp. 4: Sojourner Truth (1797-1883) (p. 45-47)

Supp. 5: Race and Income Inequality in Canada (pp. 85-87)

**Activity: On-line forum 1: Brainstorming Feminism**

**Objective:** The objective for week two is to understand what intersectionality is and how it is a central component of contemporary feminist theory.

**Sept. 21- 25 Week 3: The Social Construction of Sex & Gender**

Chapter 13: Anne Fausto-Sterling, *Dueling Dualisms* (pp. 125-137)

Chapter 17: Emily Kane, 'No way my boys are going to be like that!' Parents' responses to children's gender nonconformity (pp. 173-180)

Supp. 12: *Understanding Masculinities: The Work of Raewyn Connell* (pp. 171-172)

Supp. 23: Sharon Lamb and Lyn Mikel Brown, *Gender Play* (pp. 353-354)

Supp. 9: Kate Hass, "Defining genitals: Who will make room for the intersexed" (pp. 138-139)

**Activity 1:** Watch power point lecture

**Activity 2:** View Alice Dreger (2010), *Is Anatomy Destiny* (18:48 min.) on Ted Talks

[http://www.ted.com/talks/alice\\_dreger\\_is\\_anatomy\\_destiny?language=en](http://www.ted.com/talks/alice_dreger_is_anatomy_destiny?language=en)

**Activity 3:** View *Gingerbread Person v.3.3* PDF

(Also available here: <http://itspronouncedmetrosexual.com/2011/11/breaking-through-the-binary-gender-explained-using-continuums/> &

<http://itspronouncedmetrosexual.com/2015/03/the-genderbread-person-v3/>)

**Objective:** Week three will explore the differences between sex and gender; examine how sex and gender have been socially constructed; and to (re)consider the impact of dualist categories (such as male/female and masculinity/femininity) in relation to people's roles in society.

**Sept. 28- Oct. 2 Week 4: Introduction to Sexuality and Heteronormativity**

Chapter 19: Michael A. Messner, *The Social Construction of Sexuality* (pp. 190-196)

Chapter 21: Leila Rupp, *Loving Women in the Modern World* (pp. 208-218)

Supp. 15: Martin Rochlin, *The Heterosexual Questionnaire* (pp. 197-198)

**Activity 1:** Watch power point lecture

**Activity 2:** View Jackson Katz (2013), *Tough Guise 2: Violence, Manhood and American Culture Trailer* (10: 04 min.) (Note: it ends abruptly)

<https://www.youtube.com/watch?v=-4WEusNOMkQ>

**Activity 3:** View *What's it Like to be Intersex* (2015) (3:25 min.) on youtube

<https://www.youtube.com/watch?v=cAUDKEI4QKI>

**Activity 4:** View CBC (2015) *Celebrating Two-Spirit* (2:12 min.)

<http://www.cbc.ca/m/news/celebrating-two-spirit-1.3027476>

Consider: How is two-spirit different from other identities or expressions such as heterosexual or Cis gendered, or lesbian, gay, bisexual, transexual to transgendered (LGBT)?

\* Cis gendered is someone who is not transgendered

**Objective:** The objective of week four is to consider the ways in which understandings of sexuality (desire) are complex and culturally specific. To interrogate heterosexuality as a societal norm that impacts experiences and institutions while reproducing discrimination and inequality.

**Oct. 7 Week 5: Midterm \*No readings this week**

This midterm consists of timed multiple-choice questions that must be completed on Wednesday.

**Oct. 12- 16 Week 6: Introduction to Colonialism in the Canadian Context**

Chapter 30: Bonita Lawrence, *Regulating Native Identity by Gender* (pp. 285-293)

Chapter 29: Kim Anderson, *The Construction of a Negative Identity* (pp. 269-279)

Sup. 17: *Colonization and the Indian Act* (pp. 280-284)

Sup. 18: *Colonization and Residential Schools* (pp. 294-297)

**Activity:** View Christine Welsh (2006), *Finding Dawn*, NFB (1:13 min.). It is available here: [https://www.nfb.ca/film/finding\\_dawn](https://www.nfb.ca/film/finding_dawn)

**Objective:** The objective of week six is to consider how colonialism and systemic racism contribute to historical and on-going inequality in Canada. To consider the ways in which these practices are gendered. To consider how historical, social, and socio-economic factors contribute to on-going violence against Aboriginal women.

**Oct. 19-13 Week 7: Anti-Racist Feminism**

Chapter 27: Afua Cooper, *The Secret of Slavery in Canada* (pp. 254-266)

Chapter 25: CRIAW, *Women's Experience or Racism: How Race and Gender Interact* (pp. 234-245)

Chapter 53: Dara Culhane, *Their Spirits Live Within Us: Aboriginal Women in Downtown Eastside Vancouver Emerging into Visibility* (pp. 515-522)

**Activity 1:** Watch power point lecture

**Activity 2:** View Harsha Walia on Anti-Oppression, Decolonization, and Responsible Allyship available on YouTube here (10: 26 min):

<http://www.youtube.com/watch?v=IGqhRr66ng>

**Activity 3:** View Valerie Soe (1992), *Picturing Oriental Girls* (12 min.)

**Activity 4: On-line Forum 2: Race and Gender**

**Objectives:** The objective of week seven is to interrogate racism in Canada and to introduce students to some of the ways that gender and race intersect.

**Oct. 26-30 Week 8: Representation and Popular Culture**

Chapter 36: Jennifer L. Pozner, *Ghetto Bitches, China Dolls and Cha-Cha Divas: Race, Beauty, and the Tyranny of Tyra Banks* (pp. 339-348)

Chapter 40: Carla Rice, *Exacting Beauty: Exploring Women's Body Projects and Problems in the 21 Century* (pp. 390-410)

Chapter 42: Francine Odette, *Body beautiful/body perfect: Where do women with disabilities fit in?* (pp. 414-416)

**Activity:** View Jeane Kilbourne (2010), *Killing us Softly 4: Advertising's Image of Women* (45 min.)

**Objective:** The objective for week eight is to gain an understanding as to how women are represented in popular media with attention to the intersections of race, class, sex, gender and ability.

**Nov. 2-6 Week 9: Representation and Media Literacy**

Chapter 23 Stuart Hall, *Stereotyping as a Signifying Practice* (pp. 228-230)

Chapter 24 Uma Narayan, *Undoing the "Package Picture" of Cultures* (pp. 231-233)



**Activity:** View 3 min. clip, Racismo en Mexico, on YouTube. Available here: <https://www.youtube.com/watch?v=kXq27eASXoo>

**Assignment Due:** *Visual Media Analysis Assignment: One page double-spaced Advert Analysis (and attached one page image)*

**Objective:** The objective of week nine is to bring into practice your own critical thinking skills through media analysis and to look for and interrogate stereotypical assumptions common in visual representations of women.

**Nov. 9-13 Week 10: Health and Reproductive Rights**

Chapter 45: Carolyn Egan & Linda Gardner, Racism, Women's Health, and Reproductive Freedom (p. 438-443)

Chapter 49: Betsy Hartman, Sterilization and Abortion (pp. 473-486)

Sup. 29: How sexism and racism determine health (pp. 458-459)

Recommended: Chapter 44: Kathryn Ratcliff, Introduction to Women and health: Power, technology, inequality and conflict in a gendered world (pp. 427-435)

**Activity 1:** Watch power point lecture

**Activity 2:** View Karen Cho (2012), *Status Quo? The Unfinished Business of Feminism in Canada* NFB (87 min.)

**Objectives:** Week ten explores factors such as racism and sexism that affect health outcomes, as well as access to health. The significance of reproductive rights is also explored.

**Nov. 16-20 Week 11: Poverty, Work and the Welfare State**

Chapter 61: Ann Duffy & Nancy Mandell, Poverty in Canada (pp. 606-616)

Chapter 62: Margaret Hillyard Little, The Leaner, Meaner Welfare Machine (pp. 617-629)

Chapter 64: Qullit Nunavut Status of Women Council, The Little Voices of Nunavut: A Study of Women's Homelessness North of 60 (pp. 646-652)

**Activity: On-line forum 3 The Gendering of Poverty**

**Objective:** Week eleven explores women's lower economic status in Canada, introducing students to the feminization of poverty and its moral repercussions.

**Nov. 23-27 Week 12: Neoliberalism and Globalization **Term Paper Due****

Chapter 59 Deborah Stienstra, Factsheet: Women and Restructuring in Canada (pp. 588-596)

Chapter 54: Shawn Burn, Women and Globalization (pp. 529-546)

Supp. 33: Alison Jaggar, What is Neo-Liberal Globalization? (pp. 527-528)

**Objective:** The objective for week twelve is to consider the gendered impact of neoliberalism and globalization.

**Nov. 30-Dec. 4 Week 13: Considering Feminist Activism, Transnationalism and Social Justice**

Chapter 68: Aili Tripp, *The Evolution of Transnational Feminism: Consensus, Conflict, and New Dynamics* (pp. 691-702)

On-line feature by C. Farley (2015) on Harsha Walia's presentation on *Anti-oppressive Feminisms and Solidarities*:  
<http://www.canthius.com/blog/2015/6/29/feminist-feature-harsha-walia-on-imagining-a-more-expansive-feminism>

**Objective:** The objective for week thirteen is to consider the themes of course together in their entirety. All of the topics covered have inspired activist initiatives and work together towards social justice.

**ASSIGNMENTS AND ASSIGNMENT GUIDELINES:**

- Assignments are due in Microsoft Word electronic format (doc. or docx) via e-mail by midnight of the assigned due date. Assignments must be submitted in the Assignment Drop Box through the course website.
- File titles must follow this pattern: Last Name, First Name, name of assignment (i.e. Media Analysis), student number.
- All written assignments must be double spaced and typed using Times New Roman in 12 point font on 8.5 x 11 size paper, with 1 inch margins. Spelling, grammar and content organization will be evaluated.
- All written papers must use American Psychological Association (APA) citation style.
- Late assignments will be deducted one letter grade per week. Please keep a digital backup of your assignment until your marked paper is returned.

***Class Participation 15%: Three on-line forums (Weeks 2, 7, & 11)***

**On-Line Discussion Forum:** All students must participate in the three discussion forums during the semester. Drawing from course material students are required to post during three assigned weeks. Questions for discussion are listed below. **Comments should be less than 150 words.**

**On-line Forum 1: Brainstorming Feminism (Week 2)**

**Brainstorm 1:** What are some popular stereotypes of feminists/feminism (that you have heard people state or that is perpetuated in the media)? **List only 3 stereotypes and keep it simple:**

**e.g. Brainstorm 1:** On television feminists often resemble prison guards; Feminists are often portrayed as man-hating.

**Brainstorm 2:** What are some feminist goals? (Drawing from the course readings and also according to your own thoughts. - Please differentiate between the two). **List only 3 goals and keep it simple:**  
e.g. **Brainstorm 2:** According to Canadian FAFIA & CLC, ending violence against Aboriginal women and girls is one goal.

**On-line Forum 2: (Week 7)**

Drawing from the course readings from weeks six and seven, answer the following question in 150 words or less. Your answer may also respond to previous posters by expanding upon or adding to their answers, however, critical thought is expected in your contribution. In other words - do not simply repeat someone else.

1. How has racism impacted women historically and in contemporary times? Provide specific examples.

**On-line Forum 3: (Week 11)**

Drawing from the course readings this week, answer the following question in 150 words or less. You may begin the discussion or respond to previous posts. Remember not to simply repeat someone else.

1. How is poverty gendered and how has poverty (especially for single women) become a “moral” issue in Canada? How does morality tie into categories of deserving and undeserving poor?

**Note:**

Be prepared by having each week’s material read on time. Your critical analysis is expected, and should be evident in your responses to on-line forum questions related to the readings and in all engagements with participants’ postings.

*Some fundamentals for active reading - Consider:*

What is the main argument?

How does the author/researcher go about making and defending this argument?

What theoretical traditions are covered, drawn upon, and criticized?

What are the core concepts’ strengths and shortcomings?

How might this topic, study, or argument be approached differently?

How does this topic, study, or argument connect to everyday life?

How does it compare with previous readings and discussions in the class?

**Midterm Exam: 25% (Week 5)**

This timed, on-line exam draws from any/all course material covered thus far from week one to week five including readings, lectures, presentations, films and activities. It will take the form of timed multiple-choice questions and will be open-book.

**Media Analysis Assignment: 10% (Week 9)** One page double-spaced (approx. 250 words) Advert Analysis (and attached one-page image)

Choose a visual image not covered in the course material to analyze. Draw from course material and your own insights to provide a critical analysis of the stereotypical, cultural and ideological assumptions represented in the image. This should be a feminist informed critique of popular media.

For example, you could analyze the gendered, class-based and racialized image of a “criminal” in a newspaper article; gendered images of racial and ethnic identity in Tommy Hilfiger clothing ads; the gendered images of a children’s game; or the sexualized representation of individuals on a consumer product.

1. Begin with **one-to-three sentences** describing the image (and relevant text if included on/near the image):

For instance, if an advert for tampons depicts a young white woman jumping in the air and has words inserted below that read ‘Never let anyone hold you back!’, it is a good idea to consider how the wording impacts your understanding of the image and vice versa. Is the advert ambiguously (re)appropriating feminist concerns by linking the use of a sanitary product to independence from patriarchy, or physical independence? Why might the text and image be problematic?

2. Continue with your analysis:

While you may begin your one page paper by highlighting things that are apparent to most viewers (e.g., “This beer ad with a swimsuit model is using sex appeal to sell beer.”), try to ultimately delve deeper into the text in order to provide the reader with a more nuanced analysis. In other words, try to provide the reader with an “aha” experience by providing support for you analysis:

Remember do not make claims without support. Therefore, if you claim that a *Calvin Klein* advert portrays a certain negative (or positive) view of black women, provide examples from your image and your course readings and/or films to illustrate your point. For example, you might point out that the revealing animal print costume a black woman in an advert is wearing serves to reinforce familiar stereotypes of black women as inherently wild, exotic and animalistic (rather than tame/virtuous/urban) and sexually available (due to both her revealing clothing and association with wild animals). You could then reinforce this statement by noting that Stuart Hall explains that stereotypes work by “naturalizing” and fixing difference (p.229) and that similar stereotypes are apparent in Ponzer’s (p. 345-346) discussion of popular representations of black women as wild, savage, hyper-sexualized.

3. End your analysis with concluding remarks, one to three sentences. This is a summary of your findings, such as what you have most significantly discovered and your own personal take on the image after your analysis.

Take note:

1. Images can encompass multiple, and sometimes competing meanings and can

also be understood in different ways by different people. This means that no meaning is 'fixed,' however dominant (popular) understandings of an image tend to be ones that draw upon familiar (repetitive) stereotypes.

2. The term 'critical' in social theory does not mean 'negative' -as it is often used in everyday speech. Rather, critical in this case refers to a way of using your thinking skills to be questioning and skeptical rather than simply accepting, to be active rather than passive, and to interrogate meanings rather than assume them. Ask yourself whether you are seeing the whole picture or is something being left out? Critical thinking requires you to explore the evidence and carefully consider what might be accurate. See the [Resource Links](#) for further details.

3. This assignment will be graded based on following the assignment criteria, as well as clarity, composition, the use of course concepts, and depth of thought and analysis.

Include a copy of the image (one page) you are analyzing and your critical analysis (one page) in a two-page document and submit it to the [Assignment Drop Box](#)

***Term Paper: Five pages 25% (Week 12)***

*Write a five-page paper (plus bibliography) from a critical feminist perspective based on one of two topics to be provided later.*

***Guidelines:***

Draw on at least four peer-reviewed scholarly sources and at least four course texts. (Course texts include all assigned readings, as well as readings from the course textbook not covered in the syllabus, and up to two course films).

- 1) Include an introduction that frames the research topic (question) and links it to critical feminist perspectives. Your topic choice should be clearly stated.
- 2) Marshall and evaluate evidence to support your arguments; draw data and scholarly arguments from a variety of sources; evaluate competing claims and explanations; build a coherent argument.
- 3) Answer your question. Draw conclusions that are substantiated by your research data.
- 4) Cite all sources used to write the paper using **APA** style (see [Resource Links](#) for APA referencing guide). This includes class readings and other scholarly research you have consulted (at least four course texts and four additional peer-reviewed scholarly sources). Include a bibliography at the end of the paper. Failure to reference properly constitutes plagiarism so make sure that all direct quotes have quotation marks and all sources used are cited.
- 5) Submit assignment to the [Assignment Drop Box](#)

***Assignments will be graded on the following criteria:***

1. Assignment criteria are followed.
2. Demonstrated relevance of analysis to the course and integration of course material.
3. Appropriate choices of research sources.
4. Good organization and coherent development of arguments.
5. Demonstration of originality and critical thinking.
6. Clear writing and communication.

***Final Exam: 25% (date to be determined)***

The final exam is cumulative therefore it draws from any/all course material covered in the course, including readings, lectures, presentations, films and activities. It will take the form of any combination of multiple choice questions, short answer and/or essay format.

**Grading System**

Yukon College's grading system is a letter-grade system based on a 4.0 point scale:

Grade	Grade Point Value	% Equiv. Most Yukon College Courses	% Equiv. Trades & Office Admin. Programs only
A+	4	95 - 100	A = 90 - 100
A	4	86 - 94	
A-	3.7	80 - 85	
B+	3.5	75 - 79	
B	3	70 - 74	B = 80 - 90
B-	2.7	65 - 69	
C+	2.5	62 - 64	
C	2	58 - 61	C = 70 - 79
C-	1.7	55 - 57	
D	1	50 - 54	D = 60 - 69
F	0	under 50	F = under 60