



COURSE OUTLINE

WGST 100

Introduction to Women's Studies I

Distance Education (online)

CREDITS: 3

PREPARED BY: Dr Michelle Walks

DATE: August 8, 2017

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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INTRODUCTION TO WOMEN'S STUDIES I

INSTRUCTOR: Dr. Michelle Walks

OFFICE HOURS: Mon. 12:45-1:45 & by
appointment

OFFICE LOCATION: N/A

CLASSROOM: Moodle

E-MAIL: mwalks@yukoncollege.yk.ca

TIME: Ongoing

TELEPHONE: 867-668-8770 (Admin Ast)

DATES: Sept. 6 - Dec. 21, 2017

To make up for statutory holidays that fall on originally scheduled class time/date, the instructor will work with students to establish an alternative class time/date and communicate this via Moodle and student e-mail.

CALENDAR DESCRIPTION

An interdisciplinary approach 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 men and women are discussed.

COURSE DESCRIPTION

With an interdisciplinary approach this course focuses on contemporary experiences of women in Canada and transnationally, while contextualizing them within various feminist theories. The course investigates women's relationships with the state, religion, the media, and both the education and health care systems. Students will gain an appreciation and respect for diverse gendered and intersectional experiences in relation to contemporary issues.

PREREQUISITES

None.

RELATED COURSE REQUIREMENTS

Noted below in assignments and weekly schedule.

EQUIVALENCY OR TRANSFERABILITY

CAMO HUM 100 lev (3) OC GSWS 100 (3) SFU GSWS 101 (3)-B-Soc
TRU SSEL 1xx0 (3) TRU-OL WOST 1019 (3) TWU SOCI 100 lev (3)
UBC GRSJ 1st (3); YUKO WMST 100 & YUKO WMST 101 = UBC WMST 1st (6). Precludes credit for UBC WMST 101 & UBC WMST 102.
UFV GE 1xx (3) UNBC WMST 100 (3) UVIC GNDR 100 (1.5)
VIU WOST 1st (3)

LEARNING OUTCOMES

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

1. *critically reflect* on their gendered positions, beliefs regarding gender and women;
2. *observe, critically think about, and explain* how gender is portrayed and enacted in the Yukon, and how these relate to intersectionality, feminist theories, and experiences of gender of others in Canada (and transnationally);
3. further *develop* their critical thinking and self-reflection skills, through online discussions, as well as their written assignments;
4. gain an *understanding* for the importance of understanding social context, social norms, and intersectionality on people's gendered daily experiences; relate this to the potential betterment of quality of life as it relates to gender; and
5. *evaluate* and *apply* feminist perspectives/theories to contemporary experiences of gender in Canada and transnationally, with a focus on the effects of and relationships with institutions, social processes, and social policies.

Further intended learning outcomes are listed in the weekly schedule, as they relate to each week's topic and lessons.

COURSE FORMAT

Distance Education - Online/Moodle

EVALUATION

Online Participation	15%
Mini Assignments	20%
Midterm Exam	15%
Gender Observations	20%
Final Exam	30%

REQUIRED TEXTBOOKS AND MATERIALS

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

*An e-book version is available directly from the publisher. A hard copy is available through the bookstore.

2. Various films, video clips, and PowerPoint presentations are to be viewed as part of the course. Links and files are available on Moodle (and within the syllabus). See the class schedule. Note: These are an integral part of the course, and are to be treated as texts; they are not optional.

ASSESSMENTS

Participation

As this course is offered through Distance Education, students are expected to participate in the class by being involved with class discussion, including (but not limited to) posted weekly discussion questions. Questions will be posted by 1pm each Monday (including holidays), and are focused on critical engagement with the weekly readings. Students are expected to participate by replying to at least one of the posted questions each week (minimum 10x), with a thoughtful/engaged response of at least 15 words. (Students are allowed to 'skip' or have a 'free pass' on participation for 3 weeks during the semester, in addition to midterm week.) Students should participate between Monday at 1pm and Friday at 1pm. Completing ten engaged, thoughtful, relevant written responses will result in full marks being assigned. (FYI: Weekly PowerPoints ("lectures") will be posted at the same time as the Discussion Questions - around 1pm on Mondays.)

Assignments

MINI ASSIGNMENTS 20% (Each mini-assignment is worth 2%) **ongoing**
Ten times through the term you will "hand-in" a page of 5 points of that week's reading(s). These 5 points will consist of a total of: 3 summary points of the readings, 1 critique (+ or -) of the readings, and 1 discussion question based on the readings. (Regardless of how many readings are assigned in a given week, students will complete a total of 5 points. In other words, it is not 5 points per reading, but 5 points per week. Students need to clearly identify which points relate to which readings.) Strong discussion questions are How, Why, and What questions, that are not able to be answered with a Yes or No, unless you also include a Why or How after it, as part of the question. To give context, include add a quote or brief (1-2 sentence) discussion relating to the textbook or reading before posing each question. Critical thinking and reflection questions work well, as do linking key terms or examples from the text to your lived experiences (ie: "The text talked about [blahblah concept/ example]. How have you heard this concept talked about

before?, or “...were you able relate it to an experience you have had or a friend’s experience? How so?”).

Summary points can be as short as 1-sentence per point, and if they reference something on a particular page, the page number (and author, date) should be noted. As these assignments will have you forming your own study guide, you might prefer to write more for each summary point. Clarity is important regardless of length.

Marking of these 5 points will relate to relevancy of the material to the readings, and evidence of critical thinking. Early comments/feedback on these will help with success in future weeks. Identifying which points are the key points, critiques, and discussion questions is important. Full citation of any article or chapter used is also necessary - you can refer to the syllabus for proper expected citations.

At the top of the page, make sure your name, student number, the date), and the full citation for the related/cited readings. (Alternately, the full citation can be at the bottom of the page). If any assignment is longer than 1-page and use page numbers. Use appropriate in-text citation (inc. page numbers) (ie: Author 2013,p#). Please note that these are always due on Mondays by noon. (You can choose two week to skip, as well as not complete them in weeks 1 or 8.)

GENDER REFLECTIONS OF EVERYDAY LIFE 20% Due: November 10

Pre-assignment: read Nordquest’s article (assigned for week 3).

The ethical considerations of this assignment will also be covered in week 3, and noted at the end of this description. Adhering to the ethical parameters of this assignment is of the utmost importance.

Assignment Description and Criteria:

Students will write-up four individual reflections of gender. Each individual write-up will be 300-350 words (ie: 300-350 words x 4 observations). The write-up will focus on something you saw, heard, or experienced that relates to gender and contemporary issues. Observations can be based on an advertisement, a conversation you were part of or overheard (on the radio, in your home, in a public place [mall, place of worship, on the bus]). A maximum of 1 of these can be via the media (tv, billboard, meme on Facebook).

Record what you observed. Describe the who, when, and where of observations.

Outline,

paraphrase, or quote what was said or written.

If your observation and reflection are based on a conversation, describe the people involved using demographics: age, gender, race/ethnicity, or at least what you can tell or do know about them. Give the people pseudonyms (and say so explicitly, so I know that it is a pseudonym), unless the person is publicly known and the conversation was public. Also note the time and date of the conversation. For example: DJ Sam on [blah] Radio Station at about 10:20am on October 16th said... ; my grandmother and my brother in our kitchen on Friday, November 3rd around 5pm as they were preparing dinner together, said... ; or in a conversation I had with my

best friend over the phone, they said... and I replied...

If it is a public billboard or advertisement, feel free to include a photo of it, or if it is a TV ad that is available on YouTube, please include the webpage address (<http://...>). The observation must be of something occurring week 3 or later.

Reflect on what you observed. Explicitly note how this observation is linked to (the study of) gender and contemporary issues. How does what was seen or heard reflect cultural attitudes and social norms about gender, masculinity, femininity, women, men, boys, girls, and/or gender ambiguity; or how does it present a counter perspective? Consider, how intersectionality is reflected in what you saw, heard, or experienced? Relate what you observed to any relevant readings or discussions we have had in class. (Each reflection must include meaningful references to course material. If you are stuck, use Nordquest's article, but at least two observations should reference other readings. Consider how you can relate what you saw to feminist theory, as well as to the experiences expressed in the other readings.) Your write-up (observation and reflection) should be written in full sentences and paragraphs. Use my Writing Guide and cite properly using Chicago format or the department's style guide.

*Do not record (audio or visually) your observations. Do not initiate interactions for the purpose of observing them. Observe naturally occurring interactions and the media - do not set people up for an experiment. Do not focus on children, unless they are your own.

Tests

MIDTERM 15%

Week 8

To be completed between Monday, October 23 at 1pm and Friday, October 27 at 1pm online. The midterm will focus on the first key concepts of the course via fill-in-the-blank, true or false, and written short answer questions. This will cover material from weeks 1-7.

FINAL 30%

Date: TBD

The final exam will be a cumulative exam, focusing mostly on material since the midterm. It will consist of fill-in-the-blank, multiple choice, and short answer questions, as well as one short essay question. (Possible essay questions will be distributed during the last week of class.)

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

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.

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.

THE LORENE ROBERTSON WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. The Lorene Robertson Writing Centre is staffed by helpful writing coaches from across the College and offers one-on-one appointments to students in need of writing support.

The Lorene Robertson Writing Centre can help you:

- Get started on an assignment and focus your ideas
- Outline and plan your assignment
- Write clearly, logically and effectively
- Address specific needs and writing problems
- Revise the first and final drafts of your project
- Gain confidence in your writing

For in-person appointments, the Centre coaching office is located in the Academic Support Centre in room A2302. You can also participate in coaching appointments over the phone or online. see the Academic Support Centre schedule for English and writing support times.

TOPIC OUTLINE (*This syllabus is subject to minor changes prior to the start date of classes*)

Each week includes weekly readings, films, reviewing the PowerPoint (available on Moodle), and critically thinking about and possibly discussing (on Moodle) the instructor's Discussion Questions, all while focused on the Objective for the week. (Some weeks also include watching videos/films online. Film links that are given below are considered as part of your weekly readings; thus you can include them in your weekly mini assignments.)

Week 1: Introductions

September 6-8

READ: Chapter 1 + Supplement 1 (Pp.2-10)

READ: Cranston + West (both available online, not in the textbook)

Cranston, Hannah. 2017. "Emma Watson's Boobs Prove Why We Still Need Feminism." *Huffington Post*. March 2. Available online:

http://www.huffingtonpost.com/entry/emma-watsons-boobs-prove-why-we-still-need-feminism_us_58b8bd55e4b02b8b584df9f4?section=us_women&

West, Lindy. 2015. "Trigger warnings don't hinder freedom of expression: they expand

it." *The Guardian* August 18. Available online:

<http://www.theguardian.com/education/commentisfree/2015/aug/18/trigger-warnings-dont-hinder-freedom-expression>

OBJECTIVE: to begin to consider what feminism is, and how it relates to everyday life (including both popular culture and your life); also to consider how trigger warnings are discussed in popular culture, and how they can prove to be beneficial to students.

BY OR ON FRIDAY: acquire the textbook, get yourself acquainted with Moodle, introduce yourself to everyone on Moodle (name, interest in the class, and 1 or more stereotypes about feminists that you have heard - could be negative or positive)

*Now is the time to also ask questions of clarification about the syllabus.

CONSIDER & DISCUSS (with others on Moodle): the weekly Discussion Questions - written response is required, as the questions are to encourage you to critically think, and to engage with the week's topics and readings.

REVIEW: Week 1 PPTs

WATCH:

https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_f

[minists#t-570895](#) (30m)

COMPLETE: intake survey & submit it to Dr Michelle Walks

Week 2: Introduction to Women's and Gender Studies - What is Feminism?

September 11-15

READ: Chapters 2-3, 65 (Pp.11-28; 656-668)

DUE: 1st (of 10) mini assignments (see Graded Assessments for more details)

REVIEW: Week 2 PPTs

CONSIDER & DISCUSS: the weekly Discussion Question(s)

OBJECTIVE: to begin to form a working definition of what and who feminism is and to whom feminism is relevant.

Week 3: Intersectionality - Privilege & Oppression

September 18-22

READ: Chapters 5-6, 25 + Supps 3, 4, 5 (Pp.38-56 + Pp.85-87 + Pp.234-245)

READ also: Nordquest [YC library, online] + Delgado

Delgado, DiDi. 2017. "Befriending Becky: On The Imperative Of Intersectional Solidarity." Huffington Post. February 14. Available online:

http://www.huffingtonpost.com/entry/befriending-becky-on-the-imperative-of-intersectional_us_58a339efe4b080bf74f04114?

Nordquest, Megan. 2007. "Of Hats and Switches: Doing Fieldwork 'at Home'." *North American Dialogue* 10(1):18-20.

DUE: mini assignment

CONSIDER & DISCUSS: the weekly Discussion Question(s)

REVIEW: Week 3 PPT

OBJECTIVE: to understand what intersectionality is and how it is a central component of contemporary feminist theory/theories.

Week 4: Colonialism & Racism in a Canadian Context

September 25-29

READ: Chapters 27, 29, 30 + Supps 10, 11, 17, 18 (Pp.160-163 + Pp.254-266 + Pp. 269-296)

DUE: mini assignment

CONSIDER & DISCUSS: the weekly Discussion Question(s)

REVIEW: Week 4 PPT

OBJECTIVE: to examine how colonialism and system racism contribute to historical and ongoing inequality in Canada. To consider how colonialism and systemic racism are gendered. Also, to investigate racism in Canada, and how experiences of gender and race intersect.

Week 5: Feminist Activism & Indigenous Women's Agency

October 2-6

READ: Chapters 32-34, 53 (Pp. 300-321+ Pp.515-522)

DUE: mini assignment

CONSIDER & DISCUSS: the weekly Discussion Question(s)

REVIEW: Week 5 PPT

OBJECTIVE: To focus on how historical, social, and socio-economic factors contribute to ongoing violence against Indigenous women (in Canada). To consider how feminism has been rejected and now claimed by (some) Indigenous women.

Week 6: Gender, Sex, and Society (pt1)

October 9-13

READ: Chapters 12, 13, 26, + Supps 7, 12, 23 (Pp.107-109 + Pp.117-122 + Pp.125-137 + Pp.246-253 + Pp.171-172 + Pp.353)

DUE: mini assignment

CONSIDER & DISCUSS: the weekly Discussion Question(s)

REVIEW: Week 6 PPT

OBJECTIVE: Examine how sex and gender have been socially constructed; to (re)consider the impact of dualist categories (such as male/female and masculinity/femininity) in relation to people's roles in society

Week 7: Gender, Sex, and Society (pt2)

October 16-20

READ: Chapters 16-18 + Supps 9, 13 (Pp.138 + Pp.164-170 + Pp.173-187)

WATCH: "She's A Boy I Knew"

<https://www.youtube.com/watch?feature=youtu.be&v=Ki3e2NGKFnc&app=desktop>

DUE: mini assignment

CONSIDER & DISCUSS: the weekly Discussion Question(s)

REVIEW: Week 7 PPT

OBJECTIVE: To focus on non-binary experiences of gender and sex, examining how they challenge normative social expectations, while also reflecting on the challenge that they pose to the *status quo*.

Week 8: MIDTERM 15%

October 23-27

WRITE THE MIDTERM ☺ (no readings)

Week 9: Sexuality, Virginity, and Heteronormativity

October 30- November 3

READ: Chapters 37-39 + Supp. 15 (Pp.197-198 + 357-373 + Pp.377-388)

READ also: Kojima (YC library, online)

Kojima, Dai. 2014. "Migrant Intimacies: Mobilities-in-Difference and *Basue* Tactics in

Queer Asian Diasporas.” *Anthropologica* 56(1):33-44.

DUE: mini assignment

CONSIDER & DISCUSS: the weekly Discussion Question(s)

REVIEW: Week 9 PPT

WATCH: *Two Soft Things, Two Hard Things* (70m) - through YC library

OBJECTIVE: To review sexual pressures, expectations, and experiences of (young) straight and queer women, as well as immigrant experiences of queerness.

Week 10: Popular Culture, Beauty, and Representation

November 6-10

READ: Chapters: 40-42 + Supps. 19, 20, 21 (Pp.325-326 + Pp.336-338 + Pp.390-416)

DUE: mini assignment

DUE FRIDAY: Gender Reflections (20%)

CONSIDER & DISCUSS: the weekly Discussion Question(s)

REVIEW: Week 10 PPT

OBJECTIVE: To gain an understanding of how people of various genders are represented in popular media, with attention to intersections of race, class, sex, ability, and gender. Also, to interrogate stereotypical assumptions common in visual representations of gender, sex, and sexuality.

Week 11: Health & Reproductive Rights

November 13-17

READ: Chapters 44, 45, 48 + Supps. 28, 29 (Pp.427-435 + Pp.438-443 + Pp.456-459 + Pp.464-472)

DUE: mini assignments

CONSIDER & DISCUSS: the weekly Discussion Question(s)

REVIEW: Week 11 PPT

OBJECTIVE: To explore how racism and sexism (among other demographics and factors) affect health outcomes and access to health and healthcare, with particular focus on reproductive rights and reproductive health. To better understand the context of reproductive justice and (history of) access to abortion in Canada.

Week 12: Work

November 20-24

READ: Chapters 9 (Pp.90-98)

READ also: Rehel (YC library, online)

Rehel, Erin M. 2014. “When Dad Stays Home Too: Paternity Leave, Gender, and Parenting.” *Gender & Society* 28(1):110-132.

WATCH: “The Motherload”

<http://www.cbc.ca/doczone/episodes/motherload> (50m)

DUE: mini assignment

CONSIDER & DISCUSS: the weekly Discussion Question(s)

REVIEW: Week 12 PPT

OBJECTIVE: To gain an understanding of the social value of women's work (as compared to men's work), both globally and within Canada, as well as how women and men balance work and family life.

Week 13: Poverty

November 27-30

READ: Chapters 61, 64 + Supp.37 (Pp.606-616 + Pp.645-651)

DUE: mini assignment

CONSIDER & DISCUSS: the weekly Discussion Question(s)

REVIEW: Week 13 PPT

OBJECTIVE: To explore women's economic status in Canada, as well as the feminization of poverty in Canada, and its moral repercussions.

Week 14: Globalization & Transnational Feminism

December 4-7

READ: Chapters 67, 68 + Supps. 38, 39, 42, 43 (Pp.654-655 + Pp.676-684 + 691-705)

DUE: mini assignment

CONSIDER & DISCUSS: the weekly Discussion Question(s)

REVIEW: Week 14 PPT

OBJECTIVE: To recognize what feminists have done transnationally, consider on the future of feminism, and reflect on the entirety of material covered this term.