

Gender and Women's Studies 1100: Introduction to Women's and Gender Studies

Course Location: Asynchronous online.

Class Times: Asynchronous online.

Prerequisites: None.

To our Students: Should you require information or documents from our office in another format, please let us know. We are happy to help you. Contact your instructor or our Department Administrative Assistant.

Instructor Information

- Instructor: Dr. Holly Morgan
- Office: Zoom Room!
- Email: hmorgan@lakeheadu.ca
- Office Hours: Tuesdays, 12:00 – 1:00 pm or by appointment (preferred). Zoom link to be shared on D2L.

Course Description/Overview

Welcome to Women's Studies 1100! This course is an introduction to the interdisciplinary field of women's and gender studies. You will be introduced to theories of feminism, while exploring a variety of topics both historical and contemporary. Throughout the course, we examine how gender intersects with class, race, age, ability, and sexuality to shape our lives in complicated ways. We will explore how gender operates as an analytical category in conjunction with other categories, and study how what we consider 'normal' and permanent about gender is culturally, socially, and historically produced.

Course Objectives and/or Learner Outcomes

At the end of this course, you should be able to:

- Articulate (orally and in writing) the major concepts in Women's & Gender Studies, including feminism, queer theory, intersectionality, patriarchy, oppression, privilege, difference, identity, heteronormativity, decolonization, agency and resistance.
- Demonstrate an understanding of women's historical and contemporary participation and contribution 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 the research process and in class discussions
- 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 discussion regarding key issues and debates in Women's Studies

Course Resources

Required Readings

Margaret Hobbs and Carla Rice, *Gender and Women's Studies in Canada: Critical Terrain, Second Edition* (Toronto: Women's Press, 2018).

Additional readings, news articles and editorials not listed on the course schedule will be posted on D2L site throughout the term.

Course Website

- [Desire2Learn \(or myCourseLink\)](#)¹

Course Schedule

Below is the INTENDED course schedule. Small changes may be made at the discretion of the instructor to better facilitate student learning or to accommodate unanticipated events.

Week	Topics
Week One (May 1): Getting Started	Wednesday: Course Introductions <ul style="list-style-type: none">• Please read the syllabus and instructions for first assignment.
	Thursday: Defining Feminisms <ul style="list-style-type: none">• Chapter 1, Chapter 2, Snapshots and Soundwaves 1
Week Two (May 6): Key Concepts and Skills	Monday: Expanding Feminisms <ul style="list-style-type: none">• Snapshot 2, Snapshot 3, Chapter 3, Chapter 4, Chapter 5
	Tuesday: Expanding Feminisms <ul style="list-style-type: none">• Ahmed, "Feminist Killjoys and Other Willful Subjects" (D2L)
	Wednesday: Writing Skills <ul style="list-style-type: none">• Buck and Vaccino-Salvadore. "'Doing Research Is Fun; Citing Sources Is Not': Understanding the Fuzzy Definition of Plagiarism" (D2L)• Stewart, "Weaving Personal Experience" (D2L)
	Thursday: Reading Skills and Feminist Research <ul style="list-style-type: none">• Bunn, "How to Read Like a Writer"• Lindberg, "Not my Sister." (D2L) ** NOTE: This is a difficult reading. You do not need to understand it all – I have included it here as a reading we will use to help develop your reading skills.
Week Three (May 13):	Monday: Defining Intersectionality <ul style="list-style-type: none">• Chapter 6, Chapter 7,
	Tuesday: Expanding Intersectionality <ul style="list-style-type: none">• Chapter 8, Soundwave 5, Chapter 9• *Soundwave 4 will be included as a TedTalk, you if you prefer reading rather than watching, you may read the chapter instead.
	Wednesday: Key Terms, Feminisms in Canada <ul style="list-style-type: none">• Film Screening – Status Quo
	Thursday: Key Terms, Feminisms in Canada

	<ul style="list-style-type: none"> Chapter 10, Chapter 11, Soundwave 8
Week Four (May 20)	Monday: No lecture, Victoria Day Holiday.
	Tuesday: Key Terms: Sex and Gender <ul style="list-style-type: none"> Chapter 12, Chapter 13, Chapter 14
	Wednesday: Creating Differences <ul style="list-style-type: none"> Chapter 16, Chapter 17, Chapter 18
	Thursday: Stereotyping, Gender, and Identity <ul style="list-style-type: none"> Chapter 27, Chapter 28
Week Five (May 27)	Monday: Masculinities are Also Constructed <ul style="list-style-type: none"> Snapshot 12, Snapshot 13, Snapshot 15
	Tuesday: Constructing Gendered Identities <ul style="list-style-type: none"> Chapter 19, Chapter 20, Soundwave 14
	Wednesday: Judith Butler's Work on Gender <ul style="list-style-type: none"> Chapter 22
	Thursday: Mid-Term Review and Test <ul style="list-style-type: none"> No Readings
Week Six (June 3)	Monday: Constructing and Understanding Sexuality <ul style="list-style-type: none"> Chapter 23, Chapter 24, Snapshot 16, Snapshot 17
	Tuesday: Race and Gender Intersecting <ul style="list-style-type: none"> Snapshot 19, Snapshot 20, Chapter 29, Chapter 30
	Wednesday: Colonization and Feminisms <ul style="list-style-type: none"> Chapter 31, Chapter 34, Snapshot 21, Snapshot 22
	Thursday: Gender and The Indian Act <ul style="list-style-type: none"> Chapter 33, Chapter 36 <p>NOTE: Friday June 7th is the Final Day to withdraw without penalty using the regular process.</p>
Week Seven (June 10)	Monday: Indigenous Activisms – Politics <ul style="list-style-type: none"> Chapter 39, Chapter 40
	Tuesday: Indigenous Women's Resistances in Art <ul style="list-style-type: none"> Chapter 35, Chapter 38
	Wednesday: Indigenous Women's Resistances in Art <ul style="list-style-type: none"> Johnson, "A Red Girl's Reasoning" Activist Art 6 and 7
	Thursday: Understanding Bodies and Control <ul style="list-style-type: none"> Snapshots 28 and 29, Chapter 43
Week Eight (June 17)	Monday: Beauty and Bodies <ul style="list-style-type: none"> Chapter 45, Chapter 46, Snapshot 30
	Tuesday: Health and Gender <ul style="list-style-type: none"> Chapter 47, Snapshot 31
	Wednesday: Social Determinants of Health <ul style="list-style-type: none"> Chapter 48, Snapshot 32 and 33
	Thursday: Global Power and Health <ul style="list-style-type: none"> Chapter 49, Chapter 50
Week Nine (June 24)	Monday: Reproductive Rights in Canada <ul style="list-style-type: none"> Chapter 51, Chapter 52
	Tuesday: Reproductive Rights around the World <ul style="list-style-type: none"> Chapter 54, Snapshot 34
	Wednesday: Feminism, Literature, Film

	<ul style="list-style-type: none"> Riley and Pearce , “Introduction” to <i>Feminism and Women’s Writing</i> Chaudhuri, Shohini. “The Male Gaze.”
	<p>Thursday: Student Choice Film Screening</p> <ul style="list-style-type: none"> Students will be provided with several options of films to watch this week that relate to course topics.
Week Ten (July 1)	<p>Monday: No lecture (Canada Day)</p>
	<p>Tuesday: The Inclusion of Girls in Feminist Spaces and Histories</p> <ul style="list-style-type: none"> Riordan, Ellen. “Commodified Agents and Empowered Girls: Consuming and Producing Feminism.”
	<p>Wednesday: Writing, Citing, and Research Skills Recap</p> <ul style="list-style-type: none"> Materials assigned as needed.
	<p>Thursday: Gender and Marketing</p> <ul style="list-style-type: none"> Chapters 45 and 46
Week Eleven (July 8)	<p>Monday: Gender and Marketing</p> <ul style="list-style-type: none"> Snapshots 23, 25, 26, and Chapter 41
	<p>Tuesday: Sexual and Gender-based Violence</p> <ul style="list-style-type: none"> Chapter 56, Snapshot 35
	<p>Wednesday: Sexual and Gender-based Violence (cont’d)</p> <ul style="list-style-type: none"> Chapters 57 and 58, Snapshot 36
	<p>Thursday: Peer Presentation Viewing</p> <ul style="list-style-type: none"> No readings.
Week Twelve (July 15)	<p>Monday: Feminism and Economics Worldwide</p> <ul style="list-style-type: none"> Chapter 60, Chapter 61, snapshots 38 and 39
	<p>Tuesday: Feminism and Economics in North America</p> <ul style="list-style-type: none"> Chapters 67, 70
	<p>Wednesday: Feminism and Economics in North America</p> <ul style="list-style-type: none"> Chapters 71, 72 and 73, Snapshot 41
	<p>Thursday: Sex Workers’ Rights</p> <ul style="list-style-type: none"> Chapters 68 and 69
Week Thirteen (July 22)	<p>Monday: Feminist Current Events</p> <ul style="list-style-type: none"> Information and readings to be added based on current news cycles.
	<p>Tuesday: Recent Social Justice Movements in North America</p> <ul style="list-style-type: none"> Snapshot 43, Snapshot 44, Chapter 74, Chapter 75
	<p>Wednesday: Feminist Futures</p> <ul style="list-style-type: none"> Chapter 76, Chapter 79, Chapter 80
	<p>Thursday: Course Conclusions and Review Lecture (posted early in the week to optimize your studying!)</p> <ul style="list-style-type: none"> No new readings
EXAM DAY: JULY 27 (Online)	

Assignments and Evaluation

Table of Assignments

Assignment	Date	Weight	Description
Discussion Posts, Quizzes, and Small Tasks	Ongoing; approximately weekly, due on Fridays	20% (12 x 2%, drop the two lowest)	Every week, we will have a small task to complete. These will be short quizzes, discussion board posts, or mini-assignments. It is easy to achieve a high score on these tasks, but due to the design of the course and the dropping of low scores, extensions are not typically given, nor are replacement tasks. If you miss too many, there will be a negative impact on your grade.
General Engagement	Ongoing	3%	When we have discussion boards, you may wish to post follow-up messages! These messages prove to me you have read and engaged with the material of your peers, and make up 3% of your over all grade.
Reflection 1	May 20	16%	This 1000-word paper invites you to position yourself in relation to feminism and to start to think about what the term means to you.
Mid-term Test	May 30	14%	This text will be a combination of long and short answer questions that you must answer about the readings and lectures to date. It will be available for 48 hours, ending at 11:59pm on May 31 st .
Proposal and Bibliography for Research Paper	June 27	7%	You will create a proposal for the major research paper
Research Presentation (Recorded)	July 11	6%	You will share a multi-media highlights reel of your paper for you peers.
Research Paper	July 18	18%	You will submit an original research paper of approximately 2000 words, building off the proposal and presentation assignments.
Final Exam	July 27	16%	Your final exam, available for 24 hours, will be submitted by 11:59 pm on July 27 th . It will combine reflection and engagement with the materials covered after the mid-term and will be comprised of long and short answer questions.

Assignment Policies

- All assignments are individual assignments and cannot be completed collaboratively. Generative AI use is also prohibited – your words should be your own.
- Assignments are due by 11:59 pm on the dates indicated, and all due dates are set for Eastern Daylight Time (local to Thunder Bay and Orillia).
- If you require an extension, you must ask for one BEFORE the due date.
- Unless you ask for (and receive) an extension, late essays will be penalized by 3% per day (to a maximum of 30%), and will not be accepted after assignments have been returned or after July 26th.

- Extensions will not typically be given on small weekly tasks as there is flexibility built in by dropping the two lowest scores for each student.
Ensure you plan your time accordingly to complete these tasks weekly.
- The final exam must be written on the date scheduled, so ensure your plans include adequate and reliable internet access.
- All assignments must be in MLA or APA format, double spaced, with 1” margins, and in 12 point font.
- Exceptions to these policies are allowed only with a doctor’s note or other appropriate documentation.

Details of Assignments

A detailed overview of each assignment will be provided on D2L and assignment instructions will be covered in the lecture.

Writing Support Statement

Your ability to write clearly and with purpose is crucial to your academic success. Because the writing process takes time and expectations vary across disciplines (and from one instructor to another), it is important to manage this process carefully. The following guidelines will help you do that:

1. Start early – The writing process involves several steps: prewriting, drafting, revising, and editing. You will do your best work when you follow all the steps. Prewriting involves thinking about what you’ve learned on a topic, often assisted by note-taking, so that your reflections become your writing. It is often the longest and most important step!
2. Read the guidelines – Every assignment has a specific purpose, audience, length, and format. Pay close attention to these specifications and revisit them as you work on the assignment. Also, remember that different academic disciplines use different styles of documentation. In this course, we will use MLA or APA, information about which may be found via the Lakehead University Library website.
3. Seek support – Writing is hard work, but you are not alone. Your instructor is there to help you. Don’t be afraid to ask for guidance or drop in during office hours.
4. Put in the time – Writing is a valuable skill, and any time spent developing your writing ability will contribute to your success, both in university and in your personal career.
5. Visit the Academic Support Zone – The Academic Support Zone’s writing coaches will work with you at any stage of the writing process from interpreting the guidelines and finding sources to composing and editing drafts. Rather than editing your work for you, writing coaches will engage you in conversation about your writing and help you develop your skills in alignment with assignment expectations and course objectives.

Find Lakehead University’s free writing support at [Academic Support Zone](#)ⁱⁱ and visit mysuccess.lakeheadu.caⁱⁱⁱ to book an appointment.

Marking Standards

All assignments will be marked in accordance with the rubrics provided and in line with Lakehead University’s policies pertaining to academic integrity.

Academic Integrity

A breach of Academic Integrity is a serious offence. The principle of Academic Integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students are strongly advised to familiarize themselves with the Student Code of Conduct - Academic Integrity ("[The Code](#)")^{iv} - and, in particular, sections 26 and 83 through 85. Non-compliance with the Code will NOT be tolerated in this course and the Code will be adhered to in terms of disciplinary action. The Code provides a full description of academic offences, procedures when Academic Integrity breaches are suspected and sanctions for breaches of Academic Integrity.

Course Policies

- Generative AI use, including the use of paraphrasing software, is strictly prohibited in this course. The written work that you submit, including discussion board posts, exams, and essays, should be written entirely by you. If you are unsure if the tools you wish to use are allowed or ethical, please contact your professor.
- Students are expected to complete assigned readings and make notes before listening to the lecture. Questions on exams and assignments may come from readings and lecture material, so it is important that you are familiar with all elements of the course.

Statement on AI Usage

GenAI Use:

Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variant Bing (built by OpenAI) and Bard (built by Google) among several others. Other Generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E. GenAI tools can provide valuable assistance and support in academic work. However, it is essential to use them responsibly and ethically. The following information and guidelines apply to the use of AI-based tools in this course:

a) **Student Responsibility** – It is the responsibility of the student to understand the limitations of AI-based tools. While these tools can provide suggestions and insights, final decisions and critical thinking should come from the student's own understanding and effort. Before submitting, review your work with this in mind. If you don't understand what type of GenAI usage is appropriate, ask the course instructor for clarification.

b) **Formative Usage** – In this class, you may use GenAI for formative, but not summative, work. That means it can be used as a “possibility engine” (brainstorm tool), a “study buddy,” a “collaboration coach,” a “guide on the side,” a “personal tutor,” a “co-designer,” etc. to help you learn course content, but it cannot be used as the primary vehicle for any work that is submitted for marks or evaluation.

c) **Error & Bias** – AI content is created by computer algorithms that have been trained using large amounts of data. The AI learns from patterns and examples in the data to generate new content that resembles what it has been trained on. If the training data used to train the AI model is biased or limited in scope, the AI may reproduce content that is inaccurate, incomplete, offensive, and/or biased. Students should weigh this as they consider material produced by AI.

d) **Trustworthiness** – Generative AI can be vulnerable to manipulation and misuse. It can be used to generate fake news, misinformation, or deepfake content, which can have harmful consequences. Students should check AI generated content against reputable sources.

e) **Plagiarism** – Since [writing and critical thinking ability] are learning outcomes of this course, all work submitted for evaluation must be the student's original work. Using the work of others (including content curated/generated by AI) without proper citation is considered plagiarism.

f) **Citation of Sources** – If you use material generated by an AI program for an assignment in this course, it must be cited like any other source (with due consideration for the quality of the source, which may be judged as poor). Failure to do so will be considered a violation of academic integrity.

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University Policies

- Students in this course are expected to conform to the [Student Code of Conduct](#)^v.

Lakehead's Accommodation Statement

Lakehead University is committed to achieving full accessibility for persons with disabilities/medical conditions. Part of this commitment includes arranging academic accommodations for students with disabilities/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/medical condition 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 email sas@lakeheadu.ca or visit <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

This course outline is available online and/or the [Desire2Learn or My CourseLink](#)ⁱ site for the course.

A Note on Email Communication

Email is an official means of communication for academic and administrative purposes at Lakehead University. You are responsible for frequently checking your Lakehead email account, and this is the account that you should be using for all communication related to our course.

Unless otherwise indicated, I will respond to all student emails within two business days (week days). I am happy to engage with you to explain concepts, assignments, or for general course information, but also encourage you to learn to seek the answers you need.

Before contacting me via email, ask yourself the following:

1. Is the answer to my question on the syllabus, academic calendar, or D2L? Information about due dates, institutional policies, and readings can be found on the syllabus and academic calendar.
2. Does my email have a clearly indicated subject? Use the subject line to give me information about what you need. "Assignment" is quite vague but "1100 response paper" clearly tells me what you require help with.
3. Does my email have an appropriate greeting or address and closing remark? As professional communication, your emails should begin with an address ("Dear [name], Hello [name], Hi [Name]) and conclude with your name.
4. Would my needs be better met by a meeting? Often, students want to discuss ideas about assignments, and email is not the best means to do this. Instead, consider sending an email to set up an oral meeting via Zoom, where we can engage in a proper dialogue about your concerns

A Note on Respect

Some of the materials in this course may evoke strong reactions based on your personal beliefs or experiences. It is important to remember that we all come to this space from different backgrounds and we must maintain a respectful and professional environment at all times. This means that no one is discriminated against for any reason, including but not limited to race, class, gender, sexual orientation, ability, age, or religion. There is no need to repeat specific words if you know them to be offensive – even in quotation, those passages do little to enhance your argument and can be paraphrased in discussion to minimize harm. It is important that we engage with ideas and concepts in such a way that both our tone and diction remain respectful, even as we recognize and learn about the evolution of ideas over time.

Moreover, some of the materials on this course may present you with information that is incongruent with your own beliefs. In some cases, hateful or dated language is included

in our readings (in context). If material in the lecture or additional viewings is particularly challenging, I will issue a content warning before posting. Please be mindful of the issues that are likely to come up in assigned course readings (body image, violence, colonialism, racism, and sexual violence). When a topic is briefly mentioned or to be expected based on the title of the reading and topic we are discussing, a warning will not be provided. Avail yourself of campus supports if you are sensitive to discussing these issues – I will post reminders about services available if we have lectures that are expected to be specifically challenging, but emotional responses to materials are individual and personal.

You will not be assessed based on your personal beliefs or experiences, but you must be respectful of those of others, be mindful of the existence of opposing views, and demonstrate understandings of the texts and issues being considered.

ⁱ <https://mycourselink.lakeheadu.ca/d2l/home>

ⁱⁱ <https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone>

ⁱⁱⁱ <https://mysuccess.lakeheadu.ca/home.htm>

^{iv} <https://www.lakeheadu.ca/students/student-life/student-conduct>

^v <https://www.lakeheadu.ca/students/student-life/student-conduct>