

***Madonna to Madonna:***  
**WOME 1100 YA Introduction to Women's Studies**  
**Department of Gender and Women's Studies, Lakehead University**

Fall 2023/Winter 2024

**Instructor:** Ms. Bonnie McDonald  
**Instruction:** LEC Monday and Wednesday, 1:00-2:30 pm  
**Room:** RC0005

**Office hours:** Tuesday 7:00-9:00 pm via Zoom or by appointment. (link provided in D2L)

**Email:** [bmcdonald@lakeheadu.ca](mailto:bmcdonald@lakeheadu.ca)

I encourage you to see me if you have any questions or concerns about course material, assignments, topics or discussions.

### **Course Description**

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.

**Note:** This course has no prerequisite and presumes no prior knowledge of Women's Studies.

### **Required Texts:**

Margaret Hobbs and Carla Rice, *Gender and Women's Studies in Canada: Critical Terrain*, Second Edition (Toronto: Women's Press, 2018).  
(Available in the LU Bookstore in both hard copy and ebook format)

### **Learning Objectives**

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, 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

### **Fall Semester Assignments:**

Attendance and Participation: 10%

Short Reflection Papers (2 x 10%) 20%

**DUE:** Oct 4th, 2023 and Nov 8th, 2023

Midterm Exam: 15% Scheduled by the University for December

### **Winter Semester Assignments:**

Attendance and Participation: 10%

Paper Proposal and Bibliography 10%

**DUE:** February 14th, 2024

Research Paper 20%

**DUE:** March 27th, 2024

Final Exam: 15% Scheduled by the University for April

### **A Note on Participation and Discussions:**

Discussions require that everyone participates in an engaged and respectful way. Disagreement and debate are inevitable, and productive, when we use them as opportunities for learning.

Personal attacks, gender and racial slurs, disrespectful comments on ability or able-bodiedness, or other such disrespectful behaviour will not be tolerated. 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 may encounter historical language no longer appropriate. Please be reminded that respect for the people we study and other students is essential to a productive discussion. Disrespectful behaviour and/or comments about people in class or being studied will not be tolerated.

### **On Campus Support Available to Students:**

This course is a study on issues related to women's and gender studies, intersectional feminist responsibility, and representational materials related to privilege, power, and equality. We will collectively analyze a number of representations from art, advertisements, films, interviews, poetry, documentaries, political rhetoric, performances, as they relate to women's and gender

studies (through all of its complexity). Subsidiary to these examples, we will look at a number of artists, activists, and academics who have creatively and critically responded to human rights abuses as they relate to gender and women's (past and present).

Because the materials focus on a number of social and emotional issues, such as sexism, gender-based and sexual violence, racism, human rights abuses, ableism and eugenics, forced sterilization, illness, workplace exploitation, the history of colonialism and imperialism and other forms of complex issues, it is important to practice self-care, good health, and wellness set by your own individual needs. While some of the materials might be difficult to navigate, students will be given a number of critical outlets through activist inspired artists, performers, and speakers to help reflect on the realities of the past and the pressing oppressions of the present. Remember that studying in the humanities and social sciences often involves learning from the lived experiences of others, as well as numerous serious issues that affect the lives of people from a broad range of geographies, locations, cultures, and backgrounds.

If you are struggling this term, please seek out help through campus counselling. Remember that getting help is a smart and courageous thing to do - for yourself, for those you care about, and for those who care about you. Asking for support sooner rather than later is almost always helpful.

#### **Additional Resources for Students:**

Student Success Centre: Additional help regarding academic matters can be found at the Student Success Centre located in SC 0008 or phone 343-8018 or online at - <http://academicadvising.lakeheadu.ca/>

Student Accessibility Services: For assistance with accommodations for a disability, please visit Student Accessibility Services located in SC 0003 or phone 343-8047 or online at - <http://learningassistance.lakeheadu.ca/>

Academic Support Zone / Writing Tutors:

[Academic Support Zone | Lakehead University](#)

Tutoring and Peer Assistant Learning:

<https://www.lakeheadu.ca/academics/academic-support/tutoring>

**Important Note:** Academic tutors/Writing tutors are available and paid for in your tuition. This is a great resource if you are new help with university level essay writing or if you need some additional help comprehending assignments / class content. Be sure to plan ahead: create drafts or prepare for exams and book early appointments with writing tutors / peer assistants with sufficient time before the assignment/exam due date.

#### **Safe Walk:**

At any time during the night or day, if you feel uncomfortable walking alone, or would just like someone to walk with, contact Security at 343-8569 or call 343-7742 (8569 or 7742 using a campus Nortel phone). One of our friendly and professional guards will be dispatched to your location and escort you to anywhere on campus. This service is offered 24 hours a day, 365

days of the year. You can also let us know in advance of when you would like one of our team members to escort you by calling the numbers listed above.”

**Other LU Resources:**

[Indigenous Student Services Centre - Thunder Bay | Lakehead University](#)

Pride Central:

<http://pride.lusu.ca/>

Gender Equity Centre:

<http://gic.lusu.ca/>

**The English Language Centre:**

This service is open to all international students seeking help in presentations, writing, vocabulary, reading, grammar and speaking

<https://www.lakeheadu.ca/international/english-language-centre>

email: [studentlife.intl@lakeheadu.ca](mailto:studentlife.intl@lakeheadu.ca)

**GENERAL COURSE GUIDELINES****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 not be answered. Every effort will be made to respond to emails within 72 hours (excluding weekends). If you have not received a response after 72 hours, please send a polite reminder as sometimes emails can get lost in the shuffle!

**Digital Policy and Classroom Etiquette:**

Laptop computers and tablets are permitted in my class; however, such technologies should be used for classroom activities only. Students are not permitted to take photos, videos, record my lectures, or share any course materials online. Turn your phone and other electronic devices to SILENT MODE when you come into class. Texting and smart phone use are strictly prohibited in class. Talking in class: Please do not be disruptive during class lectures. Students are expected to be respectful to the professor and their peers. Talking is encouraged only during in-class discussion, Q&A sessions, or group work. Those who persist in talking and disrupting their peers learning during lectures will be asked to leave class.

**Academic Accommodations:**

Some students may benefit from receiving academic accommodation, due to a disability (physical, learning or otherwise), illness or disruption. Please reach out to Student Accessibility

Services: <http://learningassistance.lakeheadu.ca/> and speak with an advisor. Your SAS advisor will work with you to develop a plan, which will then be communicated to Ms. McDonald. Everyone has the right to an accessible education, and all approved accommodations will be honoured, no questions asked.

**Submitting Assignments:**

All assignments must be submitted electronically, under the “Assignment” tab on our course D2L site. Each assignment will have its own designated folder and students are asked to submit in the appropriate folder. The best format to submit your assignments is as a .doc (Word) or .pdf File.

You should receive confirmation that your assignment has successfully uploaded. If you do not receive confirmation, it is a sign that something may have gone wrong with the submission. If this happens, please try again to submit, or contact Ms. McDonald to ensure that your assignment properly uploaded. Improper uploading will not be accepted as an excuse for late papers.

**Late Policy:**

Assignments received after the due date (where the student does not have an approved accommodation) will be penalized 5% per day. Requests for extensions MUST be made prior to the due date and will ONLY be given in extenuating circumstances and may require approval through Student Accessibility Services.

Extensions will not be granted where good time management skills could have avoided the problem; i.e. extensions will not be granted for students who have a number of assignments due at the same time during the semester or for students who have decided to take an overload of classes this semester.

**Style and grammar:**

Marks are not directly deducted for poor writing style and grammar. However, you simply cannot achieve a good grade if the paper is difficult to read and the argument difficult to discern. It is essential to proofread.

**Referencing:**

Assignments must be entirely your own work. If the exact words or phrases of another author are used they must be in quotation marks with an accompanying citation (reference). Material that is paraphrased – that is, an idea from another author but put into your own words – must also be accompanied by a properly formatted citation.

Please use appropriate style (either MLA, APA or Chicago) in a consistent manner throughout the paper. Because Gender and Women’s Studies is an interdisciplinary subject, MLA, APA and Chicago are all acceptable citation styles for papers in this course. Ensure you are consistent with one citation style throughout.

References are essential and have four purposes: (1) they indicate the source of the “quotations,” (2) acknowledge the interpretations and ideas of others, (3) provide authority for facts which might be challenged or result from the research of others, and (4) point to other sources or interpretations of the same topic. In general, references acknowledge the use of another person’s ideas and are essential in avoiding plagiarism. Failure to provide adequate references constitutes plagiarism.

### **Plagiarism and Academic Dishonesty:**

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:

<http://calendar.lakeheadu.ca/current/contents/regulations/univeregsIXacdishon.html>

All cases of plagiarism will be dealt with in accordance with the Student Code of Conduct and Disciplinary Procedures approved by the 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 be dealt with in accordance to the University regulations on Academic Dishonesty. Students may obtain a copy of the “Code of Student Behaviour and Disciplinary Procedures” from the Office of the Registrar for more information.

Please do your own work. Your ideas and contributions are valuable. See each assignment as an opportunity to build your writing and analysis skills.

## **ASSIGNMENT GUIDELINES**

### **Fall Course Evaluation and Assignments:**

#### **1. Participation and Attendance:** 10% of overall course grade.

Students are expected to attend all classes, read the outlined materials in preparation for classroom discussion, and actively and respectfully listen to course lectures and to peers. Without a documented medical reason, student’s absences will be reflected on their final grade.

**Due Date:** Attendance and participation will be ongoing throughout the course term.

#### **2. Short Reflection Papers:** (2 x 10% = 20%)

Throughout the fall semester, students will write 2 short reflection papers (2 pages each), based on the week’s readings and any supplementary research material the student finds interconnects with the topic. These assignments are designed to help students learn to develop analytical and writing skills in advance of the research essay (due during the winter semester). A good reflection paper will address a key point in that week’s reading, connect it to any supplementary research material (such as news articles, blog posts, videos, related to current events etc.), offer your viewpoint and/or provide a question (or series of questions) for further

discussion. Students will have the option to choose between three questions reflecting on the course materials. The purpose here is to offer some choice as to which topic might peak the student's interest.

Reflection papers will be 2 pages in length (excluding bibliography).

Reminders:

- Put your Name on your paper
- Include a Paper Title
- Times New Roman font; pt. 12 size font
- Double-spaced
- Page numbers
- Be sure to properly cite IN-TEXT the sources you are using throughout
- Citation Style: MLA or APA or Chicago
- Late assignments will be penalized 5% per day without prior arrangements made

A good reflection paper will:

1. Address a key point in that week's reading
2. Draw connections across supplementary materials (news articles, blog posts, videos, etc.)
3. Offer the student's reflection on that material
4. Include any follow-up questions or viewpoints the student may have in response to the chosen topic

**Note: Assignment guidelines and rubrics will be posted on D2L and discussed in class**

**Due:** Oct 4th, 2023 and Nov 8th, 2023

### **3. Midterm Exam (15%)**

The midterm exam will be made up of short answer questions and a long answer/essay question. The midterm will be cumulative from the beginning of the course. The exam will incorporate all learning from lectures, readings, discussion, and assignments. A detailed overview of the exam will be done during the last week of class.

**Due:** Midterm Exam will be scheduled by the university.

### **Winter Course Evaluation and Assignments:**

**1. Participation and Attendance:** 10% of overall course grade.

Students are expected to attend all classes, read the outlined materials in preparation for classroom discussion, and actively and respectfully listen to course lectures and to peers. Without a documented medical reason, student's absences will be reflected on their final grade.

**Due Date:** Attendance and participation will be ongoing throughout the course term.

## 2. Paper Proposal and Bibliography (10%)

### **Proposal (5%):**

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.)

### **Annotations (5%):**

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.

**Due:** February 14th, 2024

### **3. Research Paper (20%)**

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 sentence, 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.

Tips:

- Be descriptive! Introduce your topic in your own words (I recommend a paragraph or two after the introduction explaining to your reader the context of your chosen topic)
- Write as though you are writing to an audience who knows absolutely nothing about the topic (in other words, SHOW ME you know what you are talking about)
- Use formal language, do not be colloquial
- cite, cite, cite, cite!! Also, do not forget a bibliography at the end of your paper citing all sources used
- Use scholarly journal articles, book chapters, museum, magazine, or newspaper websites - do not rely on websites that are not associated with academic or scholarly research (do not use Wikipedia or smarthistory – if you cannot find the author's name, then the source may not be an academic or reliable source)

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.

**Due:** March 27th, 2024

#### **4. Exam (15%)**

The final exam will follow a similar format to the midterm. Students will be asked to synthesize material from throughout the course, however specific questions will address material from the second term (January-April). The exam will incorporate all learning from lectures, readings, discussion, and assignments. A detailed overview of the exam will be done during the last week of class.

**Due:** Exam will be scheduled by the university.

### **WEEKLY READING SCHEDULE**

#### **September 6th, 2023**

*Welcome, Course Syllabus and Introduction to the course*

#### **Week 1: September 11th - 13th, 2023**

*Why Gender and Women’s Studies? What Is Feminism?*

##### **Readings:**

- Chapter 1: bell hooks – “Feminism is for Everybody”
- Chapter 2: Victoria L. Bromley – “What’s Feminism Done for Me Lately”
- Snapshots & Soundwaves 1: Roxanne Gay – “Bad Feminist Manifesto”

#### **Week 2: September 18th - 20th, 2023**

*Feminism and Diversity*

##### **Readings:**

- Chapter 3: Wanda Nanibush – “Anishinaabe-kwe and/or Indigenous Feminist?”
- Snapshots & Soundwaves 2: Abaki Beck – “15 Indigenous Feminists to Know and Read”
- Snapshots & Soundwaves 3: Alice Walker – “Activist Insight”
- Chapter 4: Estelle Freedman – “The Historical Case for Feminism”
- Chapter 5: Shira Tarrant – “This is What a Feminist Looks Like”

#### **Week 3: September 25th - 27th, 2023**

*Intersectionality*

##### **Readings:**

- Chapter 6: Kimberlé Crenshaw – “Why Intersectionality Can’t Wait”

- Snapshots & Soundwaves 4: Chimamanda Ngozi Adichie – “The Dangers of a Single Story”
- Chapter 7: Mia Mckenzie – “Womanhood and How it Perpetuates Inequality”
- Chapter 8: Canadian Research Institute for the Advancement of Women (CRIAW) – “Intersectional Feminist Frameworks: A Primer”
- Snapshots & Soundwaves 5: Conceptualizing Intersectionality
- Snapshots & Soundwaves 6: Sojourner Truth – “Activist Insight”
- Chapter 9: Neita Kay Israelite and Karen Swartz – “Reformulating the Feminist Perspective: Giving Voice to Women with Disabilities”

#### **Week 4: October 2nd - 4th, 2023**

##### *Accounting for Inequalities*

- Chapter 10: Raewyn Connell and Rebecca Pears – “The Question of Gender”
- Snapshots & Soundwaves 7: Canadian Feminist Alliance for International Action (FAFIA) – “Because it’s 2016!”
- Chapter 11: Marion Werner, Leah F. Vosko, Angie Deveau, Giordana Pimentel, and Deatra Walsh – “Conceptual Guide to Unpaid Work”
- Snapshots & Soundwaves 8: Unpaid Work: A Global View

#### **\*\*Short Reflection Paper #1 DUE OCT 4th 2023\*\***

#### **\*\*\*Fall Reading Break - October 9th -13th, 2023: No Classes\*\*\***

#### **Week 5: October 16 - 18th, 2023**

##### *Constructions of Sex and Gender*

- Chapter 12: Nelly Oudshoorn – “Introduction to Beyond the Natural Body”
- Activist Art 1: Sophie Labelle – “Assigned Male”
- Chapter 13: Kate Allen – “How the Practice of Sex-Testing Targets Female Olympic Athletes”
- Chapter 14: “Georgiann Davis – “Contesting Intersex”
- Snapshots & Soundwaves 9: Defining Genitals: Who Will Make Room for the Intersexed?
- Chapter 15: Ann-Fausto-Sterling – “Dueling Dualisms”

#### **Week 6: October 23rd - 25th, 2023**

##### *The Making of “Difference” and Inequalities*

- Chapter 16: Stephen Gould – “Women’s Brains”
- Chapter 17: Eli Clare – “Freaks and Queers”
- Snapshots & Soundwaves 10: Alison Kafer – “Imagining Disability Futures”
- Activist Art 2: Marc Quinn – “Alison Lapper Pregnant”
- Snapshots & Soundwaves 11: On Race and Racism
- Chapter 18: Lila Abu Lughod – “Do Muslim Women Really Need Saving?”
- Activist Art 3: Saba Taj – “Technicolor Muslimah”

#### **Week 7: October 30th – November 1st, 2023**

##### *Gender Construction and Performativity*

- Chapter 19: Lois Gould – “X: A Fabulous Child’s Story”

- Snapshots & Soundwaves 12: Understanding Masculinities: The Work of Raewyn Connell”
- Snapshots & Soundwaves 13: Jackson Katz and Jeremy Earp – “It’s the Masculinity, Stupid!”
- Chapter 20: Raewyn Connell and Rebecca Pearse – “Gender in Personal Life”
- Snapshots & Soundwaves 14: A. Finn Enke – “Transfeminist Terms and Concepts”
- Snapshots & Soundwaves 15: Men and Feminism: The White Ribbon Campaign
- Chapter 22: Vasu Reddy and Judith Butler – “Troubling Genders, Subverting Identities, An Interview with Judith Butler”

\*\*Please note that Chapter 21 is NOT required reading, though it is recommended\*\*

### **Week 8: November 6th - 8th, 2023**

#### *The Construction of Sexuality*

- Chapter 23: Michael A. Messner – “Becoming 100 Perfect Straight”
- Snapshots & Soundwaves 16: Martin Rochlin – “The Heterosexual Questionnaire”
- Chapter 24: Udo Schüklenk, Edwards Stein, Jacinta Kerin, and William Byne – “The Ethics of Genetic Research of Sexual Orientation”
- Snapshots & Soundwaves 17: Homophobia, Heterosexism, and Heteronormativity
- Chapter 25: Leila J. Rupp – “Loving Women in the Modern World”
- Chapter 26: Danielle Peers and Lindsay Eales – “‘Stand Up’ for Exclusion? Queer Pride, Ableism, and Inequality”

**\*\*Short Reflection Paper #2 DUE NOV 8th, 2023\*\***

### **Week 9: November 13th - 15th, 2023**

#### *Gendered Identities*

- Chapters 27: Stuart Hall – “Stereotyping As a Signifying Practice”
- Chapter 28: Uma Narayan – “Undoing the ‘Package Picture’ of Cultures”
- Activist Art 4: Camille Turner – “Miss Canadiana”
- Snapshots & Soundwaves 19: Mia Mackenzie – “How to Know If You Are White”
- Chapter 29: Marika Morris and the Canadian Research Institute for the Advancement of Women (CRIAW) – “Women’s Experience of Racism: How Race and Gender Interact”
- Chapter 30: Amita Handa – “The Hall of Shame: Lies, Masks, and Respectful Femininity”
- Snapshots & Soundwaves 20: Activist Insight: Franchesca Ramsey on Microaggressions and Being an Ally

### **Week 10: November 20th - 22nd, 2023**

#### *Histories and Legacies of Colonialism and Imperialism*

- Chapter 31: Afua Cooper – “The Secret of Slavery in Canada”
- Activist Art 5: Wangechi Mutu – “You Are My Sunshine”
- Chapter 32: Wendy Brathwaite – “Black Women Rage”
- Chapter 33: Kim Anderson – “The Construction of a Negative Identity”
- Snapshots & Soundwaves 21: Colonization and the Indian Act
- Activist Art 6: Nadia Myre – “Indian Act”
- Chapter 34: Bonita Lawrence – “Regulating Native Identity by Gender”

- Snapshots & Soundwaves 22: Colonization and Residential Schools
- Activist Art 7: Shirley Ida Williams née Pheasant – “Anishnaabe-kwe’s Resilience”

### **Week 11: November 27th - 29th, 2023**

#### *Indigenous Women: Resistance and Resurgence*

- Chapter 35: Leanne Betasamosake Simpson – “Nishnaabeg Resurgence: Stories from Within”
- Chapter 36: Susan D. Dion and Michael R. Dion – “The Braiding Histories Stories”
- Chapter 37: E. Pauline Johnson – “The Cattle Thief (1894)”
- Chapter 38: Chrystos – “I Am Not Your Princess (1988)”
- Chapter 39: Shirley Bear with the Tobique Women’s Group – “You Can’t Change the Indian Act?”
- Chapter 40: Sylvia Maracle – “The Eagle Has Landed: Native Women, Leadership, and Community Development”

### **Week 12: December 4th, 2023**

#### Midterm Exam Review

**\*\*Midterm Exam\*\*\* - some time between Thursday, December 7, 2023 - Sunday, December 17, 2023**

### **Week 1: January 8th - 10th, 2024**

#### *Cultural Representations and the Creation of Desire*

- Snapshots & Soundwaves 23: Sharon Lamb, Lyn Mikel Brown, and Peggy Orenstein – “Gender Play: Marketing to Girls”
- Snapshots & Soundwaves 24: John Berger – “Ways of Seeing”
- Snapshots & Soundwaves 25: bell hooks – “Eating the Other: Desire and Resistance”
- Chapter 41: Rosalind Gill – “Postfeminist Media Culture: Elements of Sensibility”
- Snapshots & Soundwaves 26: Sharon Lamb and Lyn Mikel Brown – “Disney’s Version of Girlhood”
- Chapter 42: Jessie Daniels – “The Double with White Feminism: Digital Feminism and the Intersectional Internet”
- Snapshots & Soundwaves 27: Activist Insight: Suey Park #NotYourAsianSidekick

### **Week 2: January 15th – 17th, 2024**

#### *Regulating Bodies and Desires*

- Snapshots & Soundwaves 28: Gloria Steinem – “If Men Could Menstruate: A Political Fantasy”
- Chapter 43: Anastasia Kousakis and Jessica Valenti – “Why is America So Obsessed with Virginity?”
- Activist Art 8: Sophia Wallace – “CLITERACY, 100 Natural Laws and (unconquerable)”
- Chapter 44: Ivan Coyote – “The Facilities”
- Snapshots & Soundwaves 29: Forward Together – “The New Sex-Ed”

**Week 3: January 22nd - 24th, 2024***Beauty Projects: Conformity and Resistance*

- Chapter 45: Carla Rice – "Through the Mirror of Beauty Culture"
- Snapshots & Soundwaves 30: Activist Insight: Intersectional Body Activism
- Chapter 46: Francine Odette – "Body Beautiful/Body Perfect: Where Do Women With Disabilities Fit In?"

**Week 4: January 29th - 31st, 2024***Politics of Health: From Medicalization to Health Care Reform*

- Chapter 47: Madeline Boscoe, Gwynne Basen, Ghislaine Alleyne, Barbara Bourier-Lacroix, and Susan White of the Canadian Women's Health Network – "The Women's Health Movement in Canada: Looking Back and Moving Forward"
- Snapshots & Soundwaves 31: Activist Insight: Our Bodies Ourselves
- Chapter 48: Paula C. Pinto – "Women, Disability and the Right to Health"
- Snapshots & Soundwaves 32: Understanding the Social Determinants of Health
- Snapshots & Soundwaves 33: How Sexism and Racism Determine Health
- Chapter 49: Billie Allan and Janet Smylie – "First Peoples, Second Class Treatment"
- Chapter 50: Sisonke Msimang

**Week 5: February 5th - 7th, 2024***Reproductive Rights and Justice*

- Chapter 51: Judy Rebick – "The Women Are Coming: The Abortion Caravan"
- Chapter 52: Karen Stote – "The Coercive Sterilization of Aboriginal Women in Canada"
- Chapter 53: Alison Kafer – "Debating Feminist Futures: Slippery Slopes, Cultural Anxiety, and the Case of the Deaf Lesbians"
- Chapter 54: Loretta Ross, Rickie Solinger, and the Population and Development Program at Hampshire College – "A Primer on Reproductive Justice and Social Change"
- Snapshots & Soundwaves 34: Reproductive Rights Around the World

**Week 6: February 12th - 14th, 2024***Gender Violence*

- Chapter 55: Margo Goodhand – "Toronto and the Runaway Wives"
- Chapter 56: Jane Doe – "The Ultimate Rape Victim"
- Snapshots & Soundwaves 35: Jackson Katz – "Activist Insight: 10 Things Men Can Do to Prevent Gender Violence"
- Chapter 57: Sherri Williams – "Digital Defence: Black Feminists Resist Violence with Hashtag Activism"
- Chapter 58: Sarah Hunt – "More Than a Poster Campaign: Redefining Colonial Violence"
- Snapshots & Soundwaves 36: Canadian Feminist Alliance for International Action (FAFIA) – "Murders and Disappearances of Aboriginal Women and Girls"
- Activist Art 9: Walking With Our Sisters
- Snapshots & Soundwaves 37: Catherine Taylor and Tracey Peter – "Every Class in Every School"

**\*\*Paper Proposal and Bibliography DUE FEB 14th, 2024\*\***

**\*\*\*Winter Reading Break February 20th- 22rd, 2024: No Classes\*\*\***

**Week 7: February 27th - March 5th, 2024**

*Gender and Globalization*

- Snapshots & Soundwaves 38: Alison Jaggar – "What is Neoliberal Globalization?"
- Snapshots & Soundwaves 39: Kavita Ramdas and Christine Ahn – "The IMF: Violating Women Since 1945"
- Chapter 59: Faye V. Harrison – "The Gendered Politics and Violence of Structural Adjustment: A View From Jamaica"
- Chapter 60: Cynthia Enloe – "Women's Labour is Never Cheap: Gendering Global Blue Jeans and Bankers"
- Chapter 61: STITCH and the Maquiladora Solidarity Network – "Women Behind the Labels: Worker Testimonies from Central America"
- Chapter 62: Sasha Breger Bush – "Trump and National Neoliberalism"

**Week 8: February 26th - 28th, 2024**

*Gender, Migration and Citizenship*

- Snapshots & Soundwaves 40: No One Is Illegal
- Chapter 63: Harsha Wallace and Jo-Anne Lee – "Undoing Border Imperialism"
- Chapter 64: Leslie Nichols and Vappu Tyyska – "Immigrant Women in Canada and the United States"
- Chapter 65: Leah Lakshmi Piepzna-Samarasinha – "The Door of No Return"
- Chapter 66: Sharalyn Jordan and Christine Morrissey – "Seeking Refuge from Homophobic and Transphobic Persecution"

**Week 9: March 4th - 6th, 2024**

*Poverty and Homelessness in Canada*

- Chapter 68: Jenn Clamen and Kara Gillies – "When Sex Works: Labour Solidarity for Sex Workers Has Come a Long Way, but More Can Be Done"
- Chapter 69: JJ and Ivo – "We Speak for Ourselves: Anti-Colonial and Self-Determined Responses to Young People Involved in the Sex Trade"
- Chapter 70: Deborah Steinstra – "Factsheet: Some and Restructuring in Canada"
- Chapter 71: Margaret Hillyard Little – "The Leaner, Meaner Welfare Machine: The Ontario Conservative Government's Ideological and Material Attack on Single Mothers"
- Snapshots & Soundwaves 41: Elaine Power – "Ontario Social Assistance Doesn't Meet Basic Human Needs"
- Snapshots & Soundwaves 42: Homelessness in Canada
- Chapter 72: Sadie McInnes – "Fast Facts: Four Things to Know about Women and Homelessness in Canada"
- Chapter 73: Qullit Nunavut Status of Women Council – "The Little Voices of Nunavut: A Study of Women's Homelessness North of 60"

**Week 10: March 11th - 13th, 2024***Feminist and Social Justice Movements in North America*

- Snapshots & Soundwaves 43: Jessica Gordon and the Founders of Idle No More – "Activist Insight: Idle No More Manifesto"
- Chapter 74: Sonja John – "Idle No More: Indigenous Activism and Feminism"
- Chapter 75: Zane Schwartz and Janaya Khan – "How a Black Lives Matter Toronto Co-Founder Sees Canada"
- Snapshots & Soundwaves 44: Kai Cheng Thom – "9 Ways We Can Make Social Justice Movements Less Elitist and More Accessible"
- Snapshots & Soundwaves 45: Grey Kimber Pitaapan Muldoon with Dan Irving – "A Sense of Place: Expressions of Trans Activism North of Lake Nipissing"
- Chapter 76: Judy Rebick – "The Future of Feminism"
- Snapshots & Soundwaves 46: Angela Y. Davis – "Activist Insight: The Country's History Cannot Be Deleted"

**Week 11: March 18th - 27th 2024***Transnational Feminisms: Challenges and Possibilities*

- Chapter 77: Corinne L. Mason – "Transnational Feminism"
- Chapter 78: May Chazan and Stephanie Kittmer – "Defying, Producing and Overlooking Stereotypes? The Complexities of Mobilizing 'Grandmotherhood' as a Political Strategy"
- Chapter 79: Maria Alejandra Rodriguez Acha – "How Young Feminists are Tackling Climate Justice in 2016"
- Activist Art 10: Joy Enomoto – "Puna Kuakea"
- Chapter 80: Mehreen Kasana – "Feminisms and the Social Media Sphere"
- Snapshots & Soundwaves 47: Feminism Without Borders

**\*\*Research Essay DUE MAR 27th, 2024\*\***

**Week 12: April 1st- 3rd, 2024***Exam Review*

**\*\*Final Exam – some time between Friday April 12, 2024 - Monday, April 22, 2024\*\***

**Looking forward to a great year together!**