



*It is vital to acknowledge that Lakehead Thunder Bay is located on the traditional lands of the Fort William First Nation, Signatory to the Robinson Superior Treaty of 1850.*

*Lakehead Orillia is located on the traditional territory of the Anishinaabeg. The Anishinaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy. We acknowledge and are grateful to have the opportunity to live, work, study, and to learn with and from this land.*

### *Gender and Women’s Studies (GWS)*

**WOME-1100-YA — Introduction to GWS: Madonna to Madonna  
Fall 2024**

#### **Class and Instructor Information**

<b>Class Hours</b> <b>Class Location</b>	Monday: 8:30 a.m. – 10:00 a.m. Wednesday: 8:30 a.m. – 10:00 a.m.  [REDACTED]  *If class instruction needs to move online via Zoom.
<b>Instructor</b>	Prof. Rosemary Kimani-Dupuis
<b>Office Hours</b>	Wed 11:00 a.m. – 1:00 p.m. OR through Zoom by email appointment
<b>Office</b>	Ryan Building (RB) 2016 - Thunder Bay Campus
<b>Email</b>	<a href="mailto:rkimani@lakeheadu.ca">rkimani@lakeheadu.ca</a> I will do my best to respond to your email within 48 hours. I will not be checking emails on weekends. <b>Please use your Lakehead e-mail account—*not the mail function on D2L.*</b> Please check myCourselink/D2L for any changes/updates regarding the course.
<b>Liaison Librarian:</b> Gender and Women’s Studies	For one-to-one research assistance and consultation, students are encouraged to connect with <b>Gisella Scalese</b> . <b>Email:</b> <a href="mailto:gscalese@lakeheadu.ca">gscalese@lakeheadu.ca</a>

#### **Course Description**

Welcome to Gender and Women’s Studies 1100! This course is an introduction to the interdisciplinary field of gender and women’s 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.

### Learning Outcomes

By the end of this course (WOME-1100) you should be able to:

1. Articulate (orally and in writing) the major concepts in Gender and Women's Studies, including feminism, queer theory, intersectionality, patriarchy, oppression, privilege, difference, identity, heteronormativity, decolonization, agency and resistance.
2. Demonstrate an understanding of women's historical and contemporary participation and contribution to social change.
3. Demonstrate an understanding of how Women's Studies generates new knowledge
4. Understand, synthesize and contribute to scholarly discussions in Gender and Women's Studies through the research process and in class discussions
5. 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)
6. Conduct secondary scholarly research using a variety of scholarly resources
7. Communicate research results in writing clearly and effectively
8. Engage in discussion regarding key issues and debates in Gender and Women's Studies.

### Tools And Learning Materials

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

- ❖ All required texts and journal articles and book chapters are available through the LU Bookstore in both hard copy and e-book format and online. There is a reserve copy located in Course Reserve: Lakehead University Library.
- ❖ Any additional materials (journal articles, book chapters, documentaries, etc.) are available through the library and will be posted on myCourselink/D2L throughout the term.

Course related materials/information – slides, pre-recorded mini-lectures, assignments, announcements/public messages, group discussions, changes in class content/scheduling, interesting news items, Dropbox — are available on myCourselink/D2L course site (assessable through My Info > mycourselink). **You will want to be sure to check the site regularly for other time- sensitive updates from the instructor** since this is more efficient than sending class emails.

**Please note:** You should use this syllabus as your guide throughout the course and refer to it often (**any updates will be uploaded to myCourselink/D2L**). If, after reading your syllabus, you have other questions please feel free to contact me directly over email or during office hours.

### Lecture Format & Approach and Student Expectations & Conduct

This course has a live lecture component and consists of two in-class sessions (Monday & Wednesday) in which key concepts, based on assigned readings, are presented and discussed. Students are responsible for their own learning and are expected to engage in assigned readings and other materials. Students are encouraged to reflect on how they can most effectively bring themselves to the class in ways that support their learning objectives, privacy concerns, respect for their fellow students, and capacity to engage with both the in-class and online forum of learning.

Documentary films or video clips will sometimes be used to present information or to supplement readings.

If it is necessary to cancel a class due to exceptional circumstances, instructors will make every effort to inform you via lakehead email and/or D2L site as well as the departmental assistant and Chair and/or Dean.

You are responsible for:

- Reading and thinking about the assigned readings before class lectures.
- Participating in class discussions individually and in groups
- Conducting yourself politely and respectfully in class. Unless there is an emergency, you are expected to remain in the classroom (virtual and/in-class) until the class ends. If you know you will need to leave early, please tell me before the class commences.

### Notes:

\*\*\*\*Please be respectful in e-mail correspondence. In all your correspondence by email always state your full name and course you are referring to and include a proper subject line. In your body/notes use proper greeting formats (i.e. Hello, Good morning, Good afternoon, Good evening Ms. or Prof. Dupuis) and ensure your tone is respectful. I will not respond to emails that begin with “Hey”. Before emailing check the syllabus for the answer to your question.

\*\*\*\*We discuss profoundly important topics (which are highly controversial and emotionally laden) in this class that reflect the very difficult lives of many people living in our communities today. I would hope that you would respect the nature of the material and refrain from chatting or passing notes (including virtually) during lectures. If you use a laptop or cell phone, texting, chatting online is disrespectful (in-person classes). You will be publicly asked to refrain from doing so and it will affect your participation mark.

\*\*\*\*Making the class inclusive means that we are responsible for ensuring how we speak to one another. And while there must be openness (academic freedom) please be aware that we must anticipate that our words can do damage or be a trigger for someone else in the class. If you have been hurt in class by the content or through a conversation, please come and speak with me. And if you need to exit class (or exit Zoom) because the content is too triggering, please know it is acceptable.

### Student Evaluations/Grading Scheme

The following are the components of class evaluation:

Graded Assignments	Weight	Due Date
Attendance & Participation Fall term= 5% Winter term= 5%	10%	Ongoing: Throughout the year
<i>Fall 2024</i>		
Short Reflection Papers (2 X 15%)	30%	Block 1: Fri, Oct. 4 <sup>th</sup> Block 2: Fri, Nov. 15 <sup>th</sup>
Mid-term Exam	15%	Scheduled by University (Dec. exam week)
<i>Winter 2025</i>		
Paper Proposal and Annotated Bibliography	10%	Fri, Feb. 7 <sup>th</sup>
Research Paper	20%	Fri, Mar. 14 <sup>th</sup>
Final Exam	15%	Scheduled by the University (April exam week)
<b>Total</b>	<b>100%</b>	

- All written assignments must be double-spaced, 12-point Times New Roman, with normal margins (page layout).
- All written assignments must be submitted through the myCourseslink/D2L Dropbox of the due date.

### Course Work: Learning Activities and Assignments

**Attendance & Participation (10%)** — Throughout the two terms (Fall & Winter).

**Short Reflection Papers (2 x 15% = 30%)** — Two submissions. Throughout the semester, students will write 2 short reflection papers, based on the week's readings and supplementary material provided for the week's listed below. Reflection papers should be approximately 2 pages in length (double spaced, 12-point font).

These assignments are designed to help students learn to develop analytical and writing skills in advance of the research essay. A good reflection paper will address a key point in that week’s reading, connect it to the supplementary material (news article/blog post/video/etc.), offer your viewpoint and/or provide a question (or series of questions) for further discussion. This is an analytical reflection paper and not be a descriptor/review of the books or articles or films/videos; it must present a critical position.

Students will have the option to choose between two class topics for each reflection paper. The purpose here is to offer some choice as to which topic might peak the student’s interest. The class topics and due dates for the reflection papers are as follows:

Block 1	Block 2
Feminisms and Diversity OR Accounting for Inequalities	Gendered Identities OR Histories and Legacies of Colonialism and Imperialism
Due: Oct. 4 <sup>th</sup>	Due: Nov. 15 <sup>th</sup>

**Midterm Exam (15%)** — Scheduled by the University for December. The midterm exam will be made up of True/False, Multiple Choice and short answer questions. 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.

**Paper Proposal and Annotated Bibliography (10%)** — For this assignment, students will develop a paper proposal for the research essay, create a list of potential sources, and provide a short description of the relevancy of each source. Students will pick a topic of interest related to the field of Gender and Women’s Studies – this might be a topic we’ve covered in class, or one not discussed in class (Note: if you go with the second option here, it is a really good idea to make an appointment with course instructor to discuss your topic and ideas).

Develop a detailed 1–2-page outline of your paper including: introductory statement, short description of the chosen topic, your research question, preliminary thesis statement, and the key points you intend to use to prove your thesis. (A good paper will have 3-4 key points used to prove the thesis.) The proposal should form the preliminary “skeleton” for your research essay. A good research question is on a subject that will sustain your interest over the course of the research, is specific enough to limit to research so that you are able to complete in a reasonable timeframe. Your research can be global or local in orientation. This will inform your research and evaluation of the sources.

This preliminary assignment is designed to get you thinking about and exploring the resources for your final paper. This research will form the basis of your final paper

and therefore you need to perform this research carefully and seriously. It requires research done primarily through the library website and in the library. (Note: You can connect to the library website off campus using the proxy server. On the Library homepage click on Connect from Home and login using your LU email address and password.)

In addition to the paper proposal, students will also provide an annotated bibliography of potential sources to be used in the research essay. Using the library, you will find a variety of sources including, but not limited to books, journal articles, and internet sites) that will be useful in writing your paper. This still requires that you critically think about the sources you find in order to evaluate whether or not they will be useful in conducting your research. The sources you identify should be provided in proper bibliographic style (MLA or APA 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
- 3 peer reviewed 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 your instructor and work to incorporate them into your final essay.

**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 that changes of research paper topic after the proposal and bibliography are submitted is **HIGHLY DISCOURAGED**. Your paper should be about 2000 words (5-6pgs 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.

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

As noted in the general guidelines above, proper referencing is mandatory for academic research papers. References must be given for all information you have taken from other sources whether you are directly quoting or paraphrasing in your own words. Either MLA or APA 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.

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.

**Final Exam (15%)** — Scheduled by the University for April. The final exam will follow a similar format to the midterm and will be made up of True/False, Multiple Choice and short answer questions. The final will be cumulative from the beginning of the course (incorporate all learning from lectures, readings, discussion, and assignments); however, specific questions will address material covered after the December midterm. A detailed overview of the exam will be done during the last week of class.

**Attendance & Participation (10%)** — Throughout the year (Fall and Winter terms, each term worth 5%). Your voice matters. 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. Each week questions/activities related to the readings, lecture, and/or videos will be posted for class discussion. This exercise helps students evaluate and analyze course material, and learn to develop thoughtful, pointed questions and critical listening and participation skills.

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.

**Notes:**

- Do not use exclusive language in your papers i.e., “mankind” when you are referring to women.
- Always keep a hard copy of all your submissions. It is your responsibility to ensure that the instructor has marked it and a grade for it has been submitted.
- Papers based principally on Internet articles are not permissible. Using scholarly articles and books from the library are critical.

**Detailed Weekly Class Schedule**

The following is a schedule of class activities for this course.

**\*\*Please have all readings done in advance of the class to allow for conversations in class about the readings.**

DATE	READINGS	ASSIGNMENT DUE
<b>FALL 2024 TERM</b>		
<b>Week 1 – GWS: A Global Lens</b>		
Wed, Sept. 4	<p style="text-align: center;">— <b>Class Introduction</b></p> <p>UN Women mini course: <i>I Know Gender 1-2-3: Gender Concepts to get Started</i></p> <p>Link:  <a href="https://portal.trainingcentre.unwomen.org/product/i-know-gender-1-2-3-gender-concepts-to-get-started-international-frameworks-for-gender-equality-and-promoting-gender-equality-throughout-the-un-system/">https://portal.trainingcentre.unwomen.org/product/i-know-gender-1-2-3-gender-concepts-to-get-started-international-frameworks-for-gender-equality-and-promoting-gender-equality-throughout-the-un-system/</a></p>	
<b>WEEK 2 – Defining Feminisms</b>		
Mon, Sept. 9	<p style="text-align: center;">— <b>Class Introduction</b></p> <p>*Syllabus Overview            Overview of Why Gender and Women’s Studies?</p>	
Wed, Sept. 11	<p>Chapter 1: bell hooks – “Feminism is for Everybody”</p> <p>Chapter 2: Victoria L. Bromley – “What’s Feminism Done for Me Lately”</p> <p>Snapshots &amp; Soundwaves 1: Roxanne Gay – “Bad Feminist Manifesto”</p>	
<b>WEEK 3 – Feminism and Diversity</b>		
Mon, Sept. 16	<p>Chapter 3: Wanda Nanibush – “Anishinaabe-kwe and/or Indigenous Feminist?”</p> <p>Snapshots &amp; Soundwaves 2: Abaki Beck – “15 Indigenous Feminists to Know and Read” -</p>	



Wed, Sept. 18	<p>Snapshots &amp; Soundwaves 3: Alice Walker – “Activist Insight”</p> <p>Chapter 4: Estelle Freedman – “The Historical Case for Feminism”</p> <p>Chapter 5: Shira Tarrant – “This is What a Feminist Looks Like”</p>	
<b>WEEK 4 – Intersectionality</b>		
Mon, Sept. 23	<p>Chapter 6: Kimberlé Crenshaw – “Why Intersectionality Can’t Wait”</p> <p>Snapshots &amp; Soundwaves 4: Chimamanda Ngozi Adichie – “The Dangers of a Single Story”</p> <p>Chapter 7: Mia Mckenzie – “Womanhood and How it Perpetuates Inequality”</p>	
Wed, Sept. 25	<p>Chapter 8: Canadian Research Institute for the Advancement of Women (CRIA) – “Intersectional Feminist Frameworks: A Primer”</p> <p>Snapshots &amp; Soundwaves 5: Conceptualizing Intersectionality</p> <p>Snapshots &amp; Soundwaves 6: Sojourner Truth – “Activist Insight”</p> <p>Chapter 9: Neita Kay Israelite and Karen Swartz – “Reformulating the Feminist Perspective: Giving Voice to Women with Disabilities”</p>	
<b>WEEK 5 – Accounting for Inequalities</b>		
Mon, Sept. 30	<p>Chapter 10: Raewyn Connell and Rebecca Pears “The Question of Gender”</p> <p>Snapshots &amp; Soundwaves 7: Canadian Feminist Alliance for International Action (FAFIA) – “Because it’s 2016!”</p>	
Wed, Oct. 2	<p>Chapter 11: Marion Werner, Leah F. Vosko, Angie Deveau, Giordana Pimentel, and Deatra Walsh – “Conceptual Guide to Unpaid Work</p> <p>Snapshots &amp; Soundwaves 8: Unpaid Work: A Global View.</p>	
	<b>Block 1: Short Reflection Paper</b>	<b>Fri, Oct. 4<sup>th</sup></b>
<b>WEEK 6 – Constructions of Sex and Gender</b>		
Mon, Oct. 7	<p>Chapter 12: Nelly Oudshoorn – “Introduction to Beyond the Natural Body”</p>	

<p>Wed, Oct. 9</p>	<p>Activist Art 1: Sophie Labelle – “Assigned Male”  Chapter 13: Kate Allen – “How the Practice of Sex-Testing Targets Female Olympic Athletes”</p> <p>Chapter 14: “Georgiann Davis – “Contesting Intersex”  Snapshots &amp; Soundwaves 9: Defining Genitals: Who Will Make Room for the Intersexed?  Chapter 15: Ann-Fausto-Sterling – “Dueling Dualisms”</p>	
<p><b>READING/STUDY WEEK (October 14<sup>th</sup> – 18<sup>th</sup>)</b></p>		
<p><b>WEEK 7 – <i>The Making of “Difference” and Inequalities</i></b></p>		
<p>Mon, Oct. 21</p>	<p>Chapter 16: Stephen Gould – “Women’s Brains”  Chapter 17: Eli Clare – “Freaks and Queers”  Snapshots &amp; Soundwaves 10: Alison Kafer – “Imagining Disability Futures”  Activist Art 2: Marc Quinn – “Alison Lapper Pregnant”</p>	
<p>Wed, Oct. 23</p>	<p>Snapshots &amp; Soundwaves 11: On Race and Racism  Chapter 18: Lila Abu Lughod – “Do Muslim Women Really Need Saving?”  Activist Art 3: Saba Taj – “Technicolor Muslimah”</p>	
<p><b>WEEK 8 – <i>Gender Construction and Performativity</i></b></p>		
<p>Mon, Oct. 28</p>	<p>Chapter 19: Lois Gould – “X: A Fabulous Child’s Story”.</p> <p>Snapshots &amp; Soundwaves 12: Understanding Masculinities: The Work of Raewyn Connell”  Snapshots &amp; Soundwaves 13: Jackson Katz and Jeremy Earp – “It’s the Masculinity, Stupid!”</p>	
<p>Wed, Oct. 30</p>	<p>Chapter 20: Raewyn Connell and Rebecca Pearse – “Gender in Personal Life”  Snapshots &amp; Soundwaves 14: A. Finn Enke – “Transfeminist Terms and Concepts”  Snapshots &amp; 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”</p> <p><b>**Please note that Chapter 21 is NOT required reading, though it is recommended*</b></p>	
<p><b>WEEK 9 – <i>The Construction of Sexuality</i></b></p>		

Mon, Nov. 4	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”	
Wed, Nov. 6	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”	
<b>WEEK 10 – Gendered Identities</b>		
Mon, Nov. 11	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”	
Wed, Nov. 13	Chapter 29: Marika Morris and the Canadian Research Institute for the Advancement of Women (CRIAOW) – “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.	
	<b>Block 2: Short Reflection Paper</b>	<b>Fri, Nov. 15<sup>th</sup></b>
<b>WEEK 11 – Histories and Legacies of Colonialism and Imperialism</b>		
Mon, Nov. 18	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”	

Wed, Nov. 20	<p>Chapter 33: Kim Anderson – “The Construction of a Negative Identity”</p> <p>Snapshots &amp; Soundwaves 21: Colonization and the Indian Act</p> <p>Activist Art 6: Nadia Myre – “Indian Act”</p> <p>Chapter 34: Bonita Lawrence – “Regulating Native Identity by Gender”</p> <p>Snapshots &amp; Soundwaves 22: Colonization and Residential Schools</p> <p>Activist Art 7: Shirley Ida Williams née Pheasant – “Anishnaabe-kwe’s Resilience”</p>	
<b>WEEK 12 – <i>Indigenous Women: Resistance and Resurgence</i></b>		
Mon, Nov. 25	<p>Chapter 35: Leanne Betasamosake Simpson – “Nishnaabeg Resurgence: Stories from Within”</p> <p>Chapter 36: Susan D. Dion and Michael R. Dion – “The Braiding Histories Stories”</p> <p>Chapter 37: E. Pauline Johnson – “The Cattle Thief (1894)”</p>	
Wed, Nov. 27	<p>Chapter 38: Chrystos – “I Am Not Your Princess (1988)”</p> <p>Chapter 39: Shirley Bear with the Tobique Women’s Group – “You Can’t Change the Indian Act?”</p> <p>Chapter 40: Sylvia Maracle – “The Eagle Has Landed: Native Women, Leadership, and Community Development”</p>	
<b>WEEK 13 –</b>		
Mon, Dec. 2	— <b>Conclusion</b>	
	<b>Mid-term (During Dec Exam Week)</b>	<b>TBD</b>
<b>WINTER 2025 TERM</b>		
<b>Week 1 – <i>Cultural Representations and the Creation of Desire</i></b>		
Mon, Jan. 6	<p>Snapshots &amp; Soundwaves 23: Sharon Lamb, Lyn Mikel Brown, and Peggy Orenstein – “Gender Play: Marketing to Girls”</p> <p>Snapshots &amp; Soundwaves 24: John Berger – “Ways of Seeing”</p> <p>Snapshots &amp; Soundwaves 25: bell hooks – “Eating the Other: Desire and Resistance”</p>	

Wed, Jan. 8	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	
<b>WEEK 2 – <i>Defining Feminisms</i></b>		
Mon, Jan. 13	Chapter 1: bell hooks – "Feminism is for Everybody" Chapter 2: Victoria L. Bromley – "What's Feminism Done for Me Lately"	
Wed, Jan. 15	Snapshots & Soundwaves 1: Roxanne Gay – "Bad Feminist Manifesto"	
<b>WEEK 3 – <i>Regulating Bodies and Desires</i></b>		
Mon, Jan. 20	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)"	
Wed, Jan. 22	Chapter 44: Ivan Coyote – "The Facilities" Snapshots & Soundwaves 29: Forward Together – "The New Sex-Ed"	
<b>WEEK 4 – <i>Beautiful (Or Not): Conformity and Resistance</i></b>		
Mon, Jan. 27	Chapter 45: Carla Rice – "Through the Mirror of Beauty Culture" Snapshots & Soundwaves 30: Activist Insight: Intersectional Body Activism	
Wed, Jan. 29	Chapter 46: Francine Odette – "Body Beautiful/Body Perfect: Where Do Women With Disabilities Fit In?"	
<b>WEEK 5 – <i>Politics of Health: From Medicalization to Health Care Reform</i></b>		
Mon, Feb. 3	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"	

Wed, Feb. 5	<p>Snapshots &amp; Soundwaves 31: Activist Insight: Our Bodies Ourselves</p> <p>Chapter 48: Paula C. Pinto – “Women, Disability and the Right to Health”</p> <p>Snapshots &amp; Soundwaves 32: Understanding the Social Determinants of Health</p> <p>Snapshots &amp; Soundwaves 33: How Sexism and Racism Determine Health</p> <p>Chapter 49: Billie Allan and Janet Smylie – “First Peoples, Second Class Treatment” - Chapter 50: Sisonke Msimang</p>	
	<b>Paper Proposal and Annotated Bibliography</b>	<b>Fri, Feb. 7<sup>th</sup></b>
<b>WEEK 6 – Reproductive Rights and Justice</b>		
Mon, Feb. 10	<p>Chapter 51: Judy Rebick – “The Women Are Coming: The Abortion Caravan”</p> <p>Chapter 52: Karen Stote – “The Coercive Sterilization of Aboriginal Women in Canada”</p> <p>Chapter 53: Alison Kafer – “Debating Feminist Futures: Slippery Slopes, Cultural Anxiety, and the Case of the Deaf Lesbians”</p>	
Wed, Feb. 12	<p>Chapter 54: Loretta Ross, Rickie Solinger, and the Population and Development Program at Hampshire College – “A Primer on Reproductive Justice and Social Change”</p> <p>Snapshots &amp; Soundwaves 34: Reproductive Rights Around the World.</p>	
<b>READING/STUDY WEEK (Feb. 17<sup>th</sup> – 21<sup>st</sup>)</b>		
<b>WEEK 7 – Gender Violence</b>		
Mon, Feb. 24	<p>Chapter 55: Margo Goodhand – “Toronto and the Runaway Wives”</p> <p>Chapter 56: Jane Doe – “The Ultimate Rape Victim”</p> <p>Snapshots &amp; Soundwaves 35: Jackson Katz – “Activist Insight: 10 Things Men Can Do to Prevent Gender Violence”</p> <p>Chapter 57: Sherri Williams – “Digital Defence: Black Feminists Resist Violence with Hashtag Activism”</p>	



Research Paper

<b>WEEK 10 – <i>Poverty and Homelessness in Canada</i></b>		
Mon, Mar. 17	<p>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"</p> <p>Chapter 69: JJ and Ivo – "We Speak for Ourselves: Anti-Colonial and Self-Determined Responses to Young People Involved in the Sex Trade"</p> <p>Chapter 70: Deborah Steinstra – "Factsheet: Some and Restructuring in Canada"</p> <p>Chapter 71: Margaret Hillyard Little – "The Leaner, Meaner Welfare Machine: The Ontario Conservative Government's Ideological and Material Attack on Single Mothers"</p>	
Wed, Mar. 19	<p>Snapshots &amp; Soundwaves 41: Elaine Power – "Ontario Social Assistance Doesn't Meet Basic Human Needs"</p> <p>Snapshots &amp; Soundwaves 42: Homelessness in Canada</p> <p>Chapter 72: Sadie McInnes – "Fast Facts: Four Things to Know about Women and Homelessness in Canada"</p> <p>Chapter 73: Qullit Nunavut Status of Women Council – "The Little Voices of Nunavut: A Study of Women's Homelessness North of 60"</p>	
<b>WEEK 11 – <i>Feminist and Social Justice Movements in North America</i></b>		
Mon, Mar. 24	<p>Snapshots &amp; Soundwaves 43: Jessica Gordon and the Founders of Idle No More – "Activist Insight: Idle No More Manifesto"</p> <p>Chapter 74: Sonja John – "Idle No More: Indigenous Activism and Feminism"</p> <p>Chapter 75: Zane Schwartz and Janaya Khan – "How a Black Lives Matter Toronto Co-Founder Sees Canada"</p>	
Wed, Mar. 26	<p>Snapshots &amp; Soundwaves 44: Kai Cheng Thom – "9 Ways We Can Make Social Justice Movements Less Elitist and More Accessible"</p> <p>Snapshots &amp; Soundwaves 45: Grey Kimber Pitaapan Muldoon with Dan Irving – "A Sense of Place:</p>	



	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"	
<b>WEEK 12 – <i>Feminist Futures: Transnational Feminisms</i></b>		
Mon, Mar. 31	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"	
Wed, Apr. 2	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.	
	<b>FINAL Exam — During April Exam Week</b>	<b>TBD</b>

### Basic Format of Evaluation

**A range:** Excellent. Work has exceeded all requirements in research, conceptualization and articulation.

**B range:** Very good to good. The student has gone beyond minimal requirements but whose work still contains some errors in format and content.

**C range:** Acceptable. The student has met the basic requirements for the assignment but whose work holds substantial problems of both a syntactical and conceptual nature.

**D range:** Poor. The work fails to meet even the minimal standards. The student is urged to meet with the instructor for advice.

**F range:** Failure. The student should meet with the instructor to discuss future assignments and problems with the material.

A+ 100 - 90	B+ 79 - 77	C+ 69 - 67	D+ 59 - 57	F 49 - 0
A 89 - 85	B 76 - 73	C 66 - 63	D 56 - 53	
A- 84 - 80	B- 72 - 70	C- 62 - 60	D- 52 - 50	

## Assignment Writing Style Guide

All students enrolled in the course are expected to submit assignments using the APA Publication style. You may find the following resources to be helpful:

- APA Publication Manual (7<sup>th</sup> ed., 2019) website <https://apastyle.apa.org>
- MLA Handbook (8<sup>th</sup> edition) website <http://style.mla.org/>

+APA (American Psychological Association)

\*\*MLA (Modern Language Association)

Please note, in-text citations and complete bibliographies 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 about the same topic. Referencing acknowledges the work of others and ensures you avoid plagiarism. Failure to provide adequate references are one of the ways plagiarism is committed. Also see the section on 'Academic Integrity' below.

- Citation help is available at the Lakehead University Library <https://libguides.lakeheadu.ca/cite>

Lakehead provides resources that may be of help through the [Academic Support Zone](#)

**Tutoring and Writing Support:** All students are encouraged to consult the Academic Support Zone for tutoring and writing support:

<https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone/tutoring#writing-support> If you are a student for who English is an additional language (EAL) or if your prior university education took place outside of Canada/US, please feel free to discuss with me any needs you may have regarding preparation of assignments.

## Late Submissions

Assignments are due on the date indicated in the syllabus. It is your responsibility to plan accordingly for all assignment due dates. A late submission is an assignment submitted any time after the due date and time specified in the syllabus. Late assignments will be penalized at a rate of **5% per day** and will not be accepted more than five (5) calendar days after the due date. Do not assume if you have requested an extension for an earlier assignment a subsequent one will be given without pressing justification. Students who cannot meet an assignment deadline are required to communicate with the course instructor by email during the regular work week (Monday — Friday, 9:00 a.m. – 4:30 p.m.). Extensions can be negotiated if you are having problems meeting a deadline, but no extensions will be granted if they are not requested at least 5 days before the due date. The student must receive written permission from the instructor prior to deadline or the assignment will not normally be accepted. If the instructor agrees to allow a late submission, there may be a deduction applied to the assignment.

### Extenuating Circumstances

In extenuating circumstances, a student may be allowed to submit an assignment late with no deduction. Normally, this includes serious illness or extreme compassionate circumstances. Documentation is required. Documentation must include specific dates, specific circumstances (as applicable), and official signature, logos or seals. In such cases, the student will negotiate a new deadline with the instructor. Failure to meet the new deadline will incur late submission deductions as outlined above.

### Religious Observance

Any student who is unable to participate over a period of time due to religious observance is invited to talk with me about what would be helpful to you in keeping up with the material covered in that class. Please notify me as early in the term as possible but no later than **two (2) weeks before the absence**. Students are responsible for obtaining the materials and making up for any missed work. Verification of holy days may be requested.

### **Class Decorum**

We will engage with and attempt to better understand issues of injustice, oppression and/or violence this semester, which are experienced by real people, potentially including individuals in this classroom. Please take care of yourself first. To give these issues and the people who experience them the respect they deserve, I ask that we cultivate an environment of respect by listening to and learning from each other. Ideas on how to do this will be discussed at the beginning of the course. If at any time you are in need of additional supports because of violence you have experienced, please reach out to me or contact the [Sexual Violence Support and Response](#) Centre.

**Copyright Statement:** The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to myCourseslink/D2L, are the intellectual property of the course instructor or other specified authors. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates authors' intellectual property rights, and the Canadian Copyright Act. **Recording lectures in any way is prohibited in this course** unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university's Code of Student Conduct and/or Code of Academic Conduct and will result in appropriate penalties. **Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with Lakehead University.**

### Copyright Compliance:

I understand and agree that all instructional, reference, and administrative materials to which I am given access in this course (the "course materials"), whether they consist of

text, still or kinetic images, or sound, whether they are in digital or hard copy formats, and in whatever media they are offered, are protected in their entirety by copyright, and that to comply with this copyright and the law

- 1) I may access and download the course materials only for my own personal and non-commercial use for this course; and
- 2) I am not permitted to download, copy, or store (in any medium) any text, image, or sound component of the course materials for any other purpose whatsoever, or to forward or share, transmit, broadcast, show, post or play in public, adapt, or change in any way any text, image, or sound component of the course materials, except as expressly authorized, and only to the extent authorized, in writing, by the course instructor."

I further understand and agree that, if I infringe the copyright of the course materials in any way, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University’s academic values.

#### Use of visual or audio images:

Image, video, and audio recording of instructors or in class activities are strictly prohibited without the prior written consent of the instructor, students, and/or Student Accessibility Services. Students are to adhere to the *Principles in the Use of Information Technology*. These *Principles* and resulting actions for breaches are stated in the current Undergraduate Calendar.

#### **Accessible Learning**

Students with disabilities or special needs are advised to contact Lakehead’s Student Accessibility Services (SAS) for information regarding its services and resources. Students are encouraged to review the [Academic Calendar](#) for information regarding all services available on campus. If you are unsure what resources are appropriate for you or require any assistance with any type of academic issues, contact SAS office at <https://www.lakeheadu.ca/students/student-life/student-services/accessibility>

#### **Academic Integrity and Misconduct - Plagiarism**

##### Academic Integrity Statement:

I understand and agree that:

- (1) Unless otherwise allowed by the course instructor, I must complete the assignments in this course without the assistance of anyone else.
- (2) Unless otherwise allowed by the course instructor, I must not access any sources or materials (in print, online, or in any other way) to complete any course exam.

I further understand and agree that, if I violate either of these two rules, or if I provide any false or misleading information about my completion of course assignments or

exams, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University’s academic values.

Lakehead University has a policy regarding Academic and Research misconduct. Academic misconduct includes plagiarism, among other infractions. Lakehead University uses software that can check for plagiarism. Students may be required to submit their written work in electronic form and have it checked for plagiarism. Lakehead is committed to a culture of integrity within and beyond the classroom. This culture values trustworthiness (i.e., honesty, integrity, and reliability), fairness, caring, respect, responsibility, and citizenship. Together, we have a shared responsibility to uphold this culture in our academic and non-academic behaviour. The University has a defined policy with respect to academic misconduct. 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](#)") - 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. You are expected to know what constitutes an academic offence, to avoid committing such offences, and to take responsibility for your academic actions. You are reminded that the University will levy sanctions on students who are found to have committed, or have attempted to commit, acts of academic or research misconduct. For information on categories of offences and types of penalty, please consult the relevant section of the Academic Calendar. If you need clarification of aspects of University policy on Academic and Research Misconduct, please consult your instructor. The relevant policy can be found at Lakehead’s academic integrity website along with resources to educate and support students in upholding a culture of integrity. Ignorance is not a defence. See: [Academic Integrity](#)

**Examples of problematic practices are:**

- The use of other authors’ ideas or works without giving proper credit through a well-established method of citing and referencing (e.g., APA style);
- Changing key words and phrases but retaining the essential content of a source material;
- Recycling one’s own work by submitting any part of an assignment for any other course or the same course;
- Including citations to non-existent sources or inaccurate information about sources;

- Proper citation of sources is included, but the paper contains almost no original work;
- Improper or lack of acknowledgement of Internet sources;
- Note: The use of Wikipedia or any website that have not received a rigorous review process is not accepted as a credible source.

**The University uses software that checks for plagiarism.** Students in this course will be required to submit their written work in electronic form via the drop box in myCourseLink/D2L and have it checked for plagiarism. Failure to do so will result in a grade of '0' (zero) on the assignment.

STUDENTS ARE STRONGLY ADVISED NOT TO MAKE COMMITMENTS DURING EXAMINATION PERIODS.

## Campus Supports

### Student Supports

- **Lakehead Security Services** | <https://www.lakeheadu.ca/faculty-and-staff/departments/services/security>
  - Safety and security
  - Mobile Safety App
  - Safe Walk Program
  - K.I.T. (Keep In Touch)
- **Student Health and Wellness** | <https://www.lakeheadu.ca/students/wellness-recreation/student-health-and-wellness>  
 Student Health and Wellness provides a range of counselling options, health services, and wellness programs so that you can get the most out of your Lakehead Experience. *Please note that Student Health and Wellness is not equipped to deal with major emergencies, such as heart attacks, strokes, broken limbs, active suicidal thoughts or any other life-threatening injuries. Should an emergency arise while on campus, you should call 8911. For off-campus emergencies, you can also dial 911, or if you are able, proceed directly to the nearest hospital emergency room.*
- **Office of Human Rights and Equity** | Sexual Violence Support and Response  
 A place where survivors of all backgrounds and identities can find support and information about sexual violence, prevention, and response. It's also a place where campus members can find tips on how to provide the best support possible to survivors who choose to report, disclose or make a complaint. <https://www.lakeheadu.ca/faculty-and-staff/departments/services/human-rights-and-equity/sexual-violence-supports>
- **If You or Someone You Know Is In Crisis** | List of emergency and helpline numbers <https://www.lakeheadu.ca/students/wellness-recreation/student-health-and-wellness/counselling-services/crisis>

For more information visit your [Student Union](#)

**Student links include but are not limited to:**

- [Health and Wellness](#)
- [Student Accessibility Centre](#)
- [Library](#)
- [Academic Support Zone](#)
- [Indigenous Student Services Centre](#)
- [International](#)
- [Student Central](#)

Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact [Student Accessibility Services](#) (Thunder Bay: SC0003, (807) 343-8047 or [sas@lakeheadu.ca](mailto:sas@lakeheadu.ca) Orillia: OA 1030, (705) 330-4010 ext. 2103 or [oraccess@lakeheadu.ca](mailto:oraccess@lakeheadu.ca))

**Mental Health Syllabus Statement:**

*As a university student, you may sometimes experience mental health concerns or stressful events that interfere with your academic performance and negatively impact your daily activities.*

*All of us can benefit from support during times of struggle. If you or anyone you know experiences academic stress, difficult life events or feelings of anxiety or depression, Student Health and Wellness is here to help. Their services are free for Lakehead Students and appointments are available. You can learn more about confidential mental health services available on and off campus at [lakeheadu.ca/shw](https://lakeheadu.ca/shw).*

*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.*