

**Lakehead University**  
**Department of Gender & Women's Studies**  
**WOME 3030 Theorizing Equality: Housewives, Radicals, & Gender-Blenders**  
**Fall 2024, Online, Asynchronous**

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**Zoom office hours: Thursdays 1-2 pm**  
<https://lakeheadu.zoom.us/j/93250027164>

**Or by appointment at another time if you can't see me then**

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**Course Description:** In this course you will learn about different feminist theories that explain and combat gender inequality which are all underpinned by Intersectional Feminism. You will examine questions, tensions, and debates in feminisms, and learn about feminist praxis – the transformation of theory into practice. You will explore how the boundaries between gender and other axes of identity are created, maintained, and challenged; the degree to which contemporary theoretical positions account for material inequalities and experiences of marginalization; and gaps in various theories. Theories explain why social inequalities exist and offer up solutions. Different feminist groups have different explanations for gender inequality, and different political initiatives based on their theories. The project is not finished, and all the theories we review this term are alive and well.

### **How to succeed in this asynchronous online course:**

Online, asynchronous courses are like shopping at IKEA. You have the box of parts and the instructions you need, but if you don't open the box, and put those parts together following the instructions, you won't have a beautiful bookshelf / desk / bedframe / grade by the end of the course.

I believe in your building skills. Here are some top tips for success:

1. Read the whole Syllabus carefully now. Contact me with any questions you have;
2. Organize!
  - a. your time: set aside a minimum 5 hours per week for this course in your calendar. Each week you have readings, online work to do, and me to visit during my office hours if you have any questions;
  - b. your materials: print a copy of the Syllabus for easy reference; have a binder or folder for the course where you keep your notes;

- c. your deadlines: add deadlines to your calendar now. Be in touch with me if you have a question about the assignments;
- 3. Each week, use the Syllabus alongside D2L: check weeks off when you've finished them so you don't lose your place in the course;
- 4. Reach out to me confidentially if anything arises that affects your work: illness, family matters, hospitalization, questions about readings or assignments. You will find me to be your greatest ally and cheerleader in this course;
- 5. Check your LU email for emails with the header "WOME-3030." That is where you will receive correspondence from me.

\*Note: There a question to answer in Week 1; start the term off well by doing it and handing it in. Reach out to me if you have questions.

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## Required Course Materials

Text: Lorber, Judith. *Gender Inequality: Feminist Theories and Politics*. 5<sup>th</sup> edition. Oxford: Oxford University Press, 2012.

Links: on D2L

## My Availability

I check my email during regular office hours, 8:30am – 4:30 pm, Monday to Friday. During busy times it could take me up to 2 days to get back to you. If you email me about an assignment at the last minute, I may not reply until it is too late, so plan your time accordingly.

I am really happy to set up one-on-one meetings outside my regular office hours. If you can't make the office hours, send me an email and we'll find a time that works for us.

I will be in our D2L classroom reading your Activity work and seeing how everyone is doing on Thursdays, so if you're looking for a day when you're pretty sure I'll be responding to emails quickly, Thursday would be a good day!

## Assignments

### Weights and Due Dates

	Total 100	Due
Autobiography	5	Thursday, September 12, 2024
Weekly Thoughts	25	Due Weekly (you can miss two weeks without penalty). See instructions and rubric below.
My Feminist Manifestos <sup>1</sup>		See instructions and rubric below:
Gender Reform Manifesto	10	September 29, 2024
Gender Resistance Manifesto	15	November 3, 2024
My Gender Rebellion Letter	20	December 6, 2024
Take-Home Final	25	December 16, 2024

\*I am very happy to give feedback on rough drafts, so long as I receive them at least one week prior to the due date.

### ***Autobiography: Introduce yourself 5 marks***

*Due September 12, 2024*

Maximum 250 words, posted in "Autobiography", D2L Discussions, so we can get to know each other.

- 1) Let us know what you know about feminist theory;
- 2) Tell us what experiences do you have working for equality / with equality-related issues / thinking about equality, particularly in relation to gender and its constructions, but also in any other way you are thinking about social equality

<sup>1</sup> The Manifesto marks are scaled so that as you take on feedback from the previous assignment and your writing improves, the grades are worth more. All Manifestos are the same length.

- 3) Tell us what you hope to gain from this course, and your experience with online synchronous courses.
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### ***My weekly thoughts 25 marks, Due: Weekly***

*Maximum 175 words (a couple of sentences to maximum, ½ page)*

#### **Why?**

Weekly engagement is how you stay on top of the course and succeed in the class.

#### **Format:**

I will stop reading at ½ page, and two sentences (one to answer, one to support with evidence from the readings) is enough.

#### **Instructions:**

In each week in the Syllabus is a question. Write a very brief answer, supported with a page reference or direct quote from the required reading to back up your response. Submit your answer on D2L by Sunday at midnight. e.g. the brief answer about Liberal Feminism (Week 1) is due September 8<sup>th</sup> by midnight.

You can miss 2 weeks without penalty, because I know life happens.

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### ***My Feminist Manifestos (x2, details below)***

#### **Why this assignment?**

Manifestos are praxis (theory into practice). A Manifesto is a clear statement or series of statements, that are your beliefs about an issue. Manifestos include a call to action that aims to change how other people think or a social system. Your own voice will be in the Manifestos, choose a topic you feel passionately about!

#### **Format (choose one):**

- 1) Written: 3 pages maximum (I will stop reading at 3 pages), excluding title page (if you use APA) and your Biblio/Works Cited. Times New Roman OR Arial, letter-sized, double-spaced, one-inch margins. Either pdf or Word document.
- 2) Vlog: 7-8 minutes MAXIMUM (I will stop watching at 8 minutes)
- 3) Podcast / Sound recording: 7-8 minutes (as Vlog)<sup>2</sup>

It would be good to record a brief test upload to D2L if you're using option 2 or 3, to make sure your format is compatible. Email me to let me know you're trying it, and I'll let you know if it worked.

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<sup>2</sup> 8 pages, double-spaced, is about 20 minutes of speaking, so 3 pages is the equivalent of about 7.5 minutes speaking.

## **Manifesto #1: Gender Reform Manifesto, 10 marks, Due Sept 29, 2024**

Take the position of one of the Gender Reform feminist groups and write a Manifesto.

To create your Manifesto:

- 1) Identify a feminist issue that one of the feminist groups engaged in that is important to you. For example, you might identify the patriarchal legacy of colonization identified by Indigenous feminists; the gendered and raced wage gap identified by Socialist feminists; or the representation of marginalized groups in leadership roles as identified by Liberal feminists; or any other issue that struck you from a Gender Reform feminist group.
- 2) Then: Write down 5 reasons why the issue is important to you, and why it needs to be changed. At this point grab your citations – direct quotes and paraphrases – from the readings and other class materials that support your arguments about why the issue needs to change.
- 3) Then: Read examples of feminist Manifestos to get a feel for how they express ideas (NB: some of them are *very* angry. Yours might be angry too. It's okay if oppression makes us angry [if it made us happy, this would be the wrong class to take]): <https://www.dazeddigital.com/artsandculture/article/18674/1/the-essential-feminist-manifestos>
- 4) Finally: Write your Manifesto! Transform your Step 2 notes into your statements for change about the issue you identified. Your Manifesto will include references to the required course materials.

## **Gender Resistance Manifesto, 15 marks Due, November 3, 2024**

Follow the instructions as for the Gender Reform feminisms Manifesto, but instead of writing from the perspective of a Gender Reform feminist, write from the perspective of one of the Gender Resistance feminist groups.

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## ***My Gender Rebellion Letter: An Open Letter either Calling for an Alliance, or Calling Out 20 marks Due December 6, 2024***

### **Why this Assignment?**

The letter builds on your Manifestos, and shows that you're able to work with multiple feminism simultaneously.

- 1) Take the position of one of the Gender Rebellion feminisms and write a letter in a Manifesto-type format - short, clear statements of belief, including call(s) to action - to a group of feminist theorists in either the Gender Reform or Gender Resistance Units that you did not already use for your Manifestos;

- 2) You are writing to the other group either to create an alliance; OR to call them out because you think their approach needs to be changed.
    - a. If you want to form an alliance, your letter will include how your aims are similar; how you and the other group could work together to make change, based on your shared beliefs in the roots of gender inequality, and any other statements of belief you think would convince the other group to ally with you on issues of gender equality.
    - b. If you are calling another group out, your letter will include where you think they get things wrong, from the perspective of your Gender Rebellion group's theoretical position, what they could change to improve, and how your theory could show them a different, and perhaps better, way forward.
  - 3) Formatting as the Manifestos.
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## ***Take-Home Final, 25 marks, Due December 16, 2024***

Maximum 8 pages (ca. 2000 words) – See p. 7 for an outline of how to format the take-home

Double-spaced, 12-point font, Ariel or Times New Roman, 1-inch margins, letter-sized paper, MLA or APA in-text citations.

Watch Chimamande Ngozi Adichie's *TEDxEuston* talk, "We Should all be Feminists," available at [https://www.youtube.com/watch?v=hg3umXU\\_qWc](https://www.youtube.com/watch?v=hg3umXU_qWc)

- 1) Adichie uses many of the theories we've learned this term to build her arguments. Identify as many of the theories as you can. Provide reference to the reading to support your connection.
- 2) Some of the theories we've learned this term would be critical of Adichie's statements. Identify the theories. Provide reference to the reading to support your argument.
- 3) You may reuse an example from Adichie's talk once. Put differently, you can't use the same example from her talk to connect to more than two theories.

### *Frequently Asked Questions*

**Q.** Where do I hand in my final?

**A.** In the Assignments folder.

**Q.** Will you give feedback on a rough draft of my take-home final?

**A.** No, it's a final exam, so this one is up to you.

**Q.** Do you want us to talk about just one or two theories?

**A.** No. Identify as many as you can. Top students will be able to connect Adichie's talk with every theory we've learned this term, and support their connections with evidence from the readings.

**Q.** How do you want us to format this assignment?

**A.** Use headings or bullet points for each theory for clarity. An example format is:

Final Exam WOME-3030

Name

Student #

Theories Adichie uses to make her argument:

Theory X [name it]:

- 1) Example of this theory at work in Adichie's argument;
- 2) explain how you know it is the theory at work, with a reference to pp. in the text to support the connection you're making.

Theory Y [name it]:

Theory Z [name it]:

... [etc.]

Theories that would be critical of Adichie's talk, and why:

Theory A [name it]:

- 1) Example from her talk that the theory would find problematic
- 2) explain why, with pp. support from the text to support your analysis.

... [etc.]

## Extensions, Late Work and Academic Misconduct

### *Due Dates and Late Penalties*

You have all assignment instructions and due dates from the first day of class, so there will be no extensions, except in the case of a documented medical or other emergency.

Late work will be reduced by 3%. Work more than 7 days late will not be accepted without University-approved documentation.

### *Academic Misconduct*

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting property (including paraphrased ideas), and avoiding misrepresentation is a core principle in

University study and scholarly work. I will pursue breaches of Academic Integrity to their full disciplinary extent.

### **Resources to help you avoid academic misconduct:**

- Me (Dr. Jen Roth): if you are unsure about how to avoid academic misconduct, or whether something is or is not misconduct, ask me
- Review the rules at: <https://www.lakeheadu.ca/faculty-and-staff/departments/services/provost-vice-president-academic/integrity-plans-policies/academic-dishonesty-regulations>
- Use the resources available at Owl at Purdue which contains examples of APA, MLA, and Chicago, including information on: paper formatting, in-text citations, footnotes and endnotes, and works cited / references / bibliographies: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)
- Refer to the “Citation PP Handout,” which uses APA and MLA as examples, and the “Ice Cream citation example” in the Course Resources – Feminist Theory section of our class website

### **GenAI Use Prohibited**

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. NB: Generative AI that is spellcheck or grammar check is fine.

Any use of GenAI systems to produce assignments for this course is not permitted. All work submitted for evaluation in this course must be the student's original work. The submission of any work containing AI generated content will be considered a violation of academic integrity (“Use of Unauthorized Materials”).

## Weekly Topics and Materials

Intersectional feminism has been foundational since the early 1990s. All feminist theories now incorporate an intersectional feminist lens. Some theories incorporated intersectional feminism early on, or indeed birthed it: intersectionality was introduced under a different name by Black Socialist Feminists and Multiracial / Multiethnic feminists like Audre Lorde and bell hooks in the early 1980s; other theories took it up after the term “intersectionality” was introduced by Kimberlé Crenshaw in 1989 to build on concepts like Lorde’s matrix of domination.

Intersectional feminism is everywhere in feminisms now, as it should be; and I will look for it in your work too. If you’re unsure about what Intersectional feminism is, please read Crenshaw to refresh! You covered it in WOME-1100, so revisit those notes. You will see intersectional analyses within each of the theories we cover this term.

### **A. Gender Reform Feminisms**

**Listen:** Audio – Gender Reform Feminisms

#### **Wk. 1: Sept. 3-8, Liberal Feminism**

**Reading:** Lorber, 27-50

**Weekly Thought Question [WTQ]:** Why is putting diverse women into political or management roles important to Liberal feminists?

**Remember:** Your first weekly thought is due September 8<sup>th</sup> by midnight.

#### **Wk. 2: Sept 9-15, Marxist & Socialist Feminisms (2 separate theories this week)**

**Reading:** Lorber, 51-89

**WTQ:** How do Marxist and Socialist feminists differ when it comes to theorizing the wage gap?

**Remember:** Your Autobiography is due September 12<sup>th</sup>; your weekly thought is due September 15<sup>th</sup>

#### **Wk. 3: Sept 16-22, Indigenous Feminism**

**Reading:** Starblanket, Gina. “Being Indigenous Feminists” (reading available on D2L)

**WTQ:** How do Indigenous feminists want to balance feminism with the cultural resurgence movement?

**Remember:** Your weekly thought is due Sept 22

### **B. Gender Resistance Feminisms**

**Listen:** Audio – Gender Resistance Feminisms

#### **Wk 4: Sept 23-29, Lesbian Feminism**

**Reading:** Lorber, 151-167

**Q:** How do lesbian feminists envision a more gender-equitable world?

**Remember:** Your Gender Reform Manifesto and weekly thought are due Sept 29

**Wk 5: Sept 30-Oct. 6, Radical Feminism**

**A Note about TERFs:** TERFs are a small minority of radical feminists and get way too much media time. Feminism interrogates gender construction and the oppressive outcomes of binary gender norms, institutions, beliefs, and embodiment. Trans-inclusive radical feminists are the majority of radical feminists. I am not at all interested in TERFs' policing of an oppressive gender binary; I am 100% interested in what Radical Feminism has to say about violence, misogyny, and control.

**Reading:** Lorber, 127-150

**Q:** What is one way society controls women, according to Radical feminists?

**Remember:** Your weekly thought is due October 6

**Wk 6: Oct. 7-13, Psychoanalytic and Cultural Feminisms (2 separate theories this week – answer for one of them)**

**Reading:** Lorber, 168-182

**Q:** Why is it important to continue to insert feminine-linked experiences into culture (either familial or public)?

**Remember:** Your weekly thought is due Oct 13

**Wk. 7: Oct. 14 - Reading Week!**

No work this week! Enjoy the break, and take some time to ground and rejuvenate.

**Wk. 8: Oct 21-27, Standpoint Feminism**

**Reading:** Lorber, 183-202

**Q:** Why is intersectional standpoint important to research?

**Remember:** Your weekly thought is due Oct 27

***C. Gender Rebellion Feminisms***

**Listen:** Audio – Gender Rebellion Feminisms

**Wk. 9: Oct 28-Nov 3, Social Construction Feminism**

**Reading:** Lorber, 207-230

**Q:** How has your gender been socially constructed?

**Remember:**

Your Gender Resistance Manifesto and weekly thought are due Nov 3

**Wk. 10: Nov 4-10, Multiracial and Multiethnic Feminisms (2 separate theories this week, answer for 1 of them)**

**Reading:** Lorber, 231-252

**Q:** How is fragmentation (prioritizing of only one aspect of identity – i.e.: race over gender, or class over sexuality) counteractive to a feminist consciousness?

**Remember:** Your weekly thought is due Nov 10

**Wk. 11: Nov 11-17, Feminist Studies of Men and Masculinities**

**Reading:** Lorber, 253-283

**Q:** How does intersectionality affect our feminist analysis of masculinities?

**Remember:** Your Weekly thought is due Nov 17

**Wk. 12: Nov 18-24, Postmodern and Queer Feminisms (2 separate theories this week)**

**Reading:** Lorber, 284-303

**Q:** How is a binary sex-gender system false?

**Remember:** Your weekly thought is due Nov 24

**Wk. 13: Nov 25-Dec 1, Third-Wave and beyond**

**Reading:** Lorber, 304-325

**Q:** What's your own favourite form of DIY feminism?

**Remember:** Your Gender Rebellion Letter and Weekly Thought is due December 6, 2024 (earlier because of the exam restrictions); Your take-home final is due December 16, 2024.

## Support Resources

In distress or crisis?

[https://drive.google.com/file/d/1CShaNXhajf0vbT8oCmBao3aQo\\_HX45QT/view](https://drive.google.com/file/d/1CShaNXhajf0vbT8oCmBao3aQo_HX45QT/view)

Student Accessibility Services

<https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

Indigenous Student Services

<https://www.lakeheadu.ca/current-students/student-services/tb/aboriginal-services>

Student Health and Wellness

<https://www.lakeheadu.ca/students/wellness-recreation/student-health-and-wellness>

Office of Human Rights and Equity

<https://www.lakeheadu.ca/faculty-and-staff/departments/services/human-rights-and-equity>

Ombudsperson

<https://www.lakeheadu.ca/faculty-and-staff/departments/services/ombuds-office>

Writing Help and other Supports

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

## Rubrics:

## Weekly Thoughts

Each week your response will be assigned either 2, 1 or 0

At the end of the term, I will pull two missed classes, or two of your lowest marks if you didn't miss any classes from the equation, and establish your overall percentage. That percentage is then applied to the 25 marks available for weekly thoughts.

To achieve:

2/2: you answer the question correctly and provide clear evidence to support your answer from the text (clear in this case means that you will provide a direct quotation, correctly cited, or paraphrased information, correctly cited. If you use APA **do** provide the page numbers for this course, as APA sometimes requires)

1/2: either you don't answer the question correctly but do provide evidence to support your answer; or you answer the question correctly, but don't provide evidence to support your answer

0/2: you don't submit an answer to the question; or the answer is wrong and you don't provide support

## **Manifestos and Letter**

I will expect to see your own voice in these assignments, and it is fine to use "I" statements. You're writing fierce, feminist, Manifestos and a letter, so don't hesitate to put yourself into these works (transforming theory into practice).

**A+ (90-100%):** Near-Perfection. The work clearly develops a near-irrefutable argument concisely and convincingly. Your statements of belief are brief and clear and lead inexorably to your call to action. Your belief statements may be paragraphs, point form, spoken if you're using an alternate format, and within each statement your ideas are linked, and flow clearly from sentence to sentence. The Manifesto is stimulating to read / watch / listen to and shows analytical and connective abilities well in excess of expectations for the level. Written: There are no errors in scholarly documentation or formatting, and the work is virtually free of errors in grammar, spelling and punctuation. Secondary sources never stand in for your own thoughts, but are used as evidence for your ideas. Vlog or Podcast: Your presentation is clear, professional (even when angry), the presentation of your belief statements is clear from statement to statement (I can tell the difference between them); and you support your statements with direct references to the required readings (page number, paragraph)

**A-, A (80-89%):** Excellent. The work thoughtfully develops an interesting argument; secondary source material is used to support your ideas, and not as a substitute for your own thinking. You are in command of the topic and show some originality and enthusiasm in discussing it. The Manifesto (written or spoken) is well organized, convincingly argued, and clearly expressed – a pleasure to read / watch / listen to. Written: It is mainly free of errors in grammar, spelling and punctuation, and uses the conventions of scholarly documentation correctly. Vlog/Podcast: It is mainly easy to

follow your separate statements of belief, and you use clear references to support each one (page number, paragraph).

**B-, B, B+ (70-79%):** Very Good to Good. The work is a competent, accurate treatment of its topic. It is well written and has a call to action and belief statements. Writing and presenting at the bottom of this range may not have fully digested the materials, and may lean uncritically on secondary sources. The organization of the written or presented work is good and the arguments are all comprehensible, with little awkward phrasing or confusion. Written: There are few errors in grammar, spelling and punctuation. The work follows standard conventions of scholarly documentation. Vlog/podcast: It is mainly easy to follow your separate statements of belief, and you use clear references to support most of your statements.

**C-, C, C+ (60-69%):** Good to Fair. The point of your Manifesto is unclear, or trivial, or undeveloped. Much of the work is summary or paraphrase, with only occasional analysis in your statements of belief and call to action. There may be inaccuracies; writing or presentations at the bottom of this range may rely exclusively on secondary sources instead of the students' own thoughts. The writing or presentation is disjointed; some sentences / part of the presentation may be convoluted and incomprehensible. Written: There may be mistakes in grammar, spelling and punctuation, as well as carelessness about scholarly documentation. Vlog/podcast: The presentation is unclear at times; I can't discern easy breaks between your statements of belief. There is inconsistency in supporting documentation.

**D-, D, D+ (50-59%):** Poor. The work has serious inaccuracies and inconsistencies. The student has some grasp of the topic, but not much. Where sources are cited, they tend to be misused or misinterpreted. The student expresses opinions, but does not support them with evidence from the course materials in support of their position. The writing or presentation lacks coherence and is unclear. Written: there are many errors in grammar, spelling and punctuation, as well as carelessness about scholarly documentation. Vlog/podcast: the presentation is confusing, and there is little support from the required materials.

**E (40-49%):** Failure Grade. Near-total misunderstanding. The student has very little grasp of the materials or subject. Written: The writing is disorganized, obscure, full of grammatical errors and is unscholarly. Vlog/Podcast: the presentation is disorganized, obscure, full of errors, and is unscholarly.

**F (0-39%):** Failure Grade. Total misunderstanding. The student seems to have no grasp of the materials or subject. Written: The Manifesto is disorganized, obscure, full of grammatical errors and is unscholarly. Vlog/Podcast: the presentation is disorganized, obscure, full of errors and is unscholarly. Cases of plagiarism will be submitted to the Dean with my request that a mark of zero be assigned.

## **Take-Home final**

A simple count, so read this rubric carefully to maximize your grade:

One (1) checkmark for each theory you connect correctly to an example from Adichie's talk + One (1) checkmark for supporting the connection with clear evidence (see weekly thoughts for definition of "clear evidence") = 2 checkmarks per theory you identify. No half marks will be given.

You may use the same example from Adichie up to two times (for two theories), as long as it's clear you're interpreting the example differently.

We covered 16 separate theories this term = 32 checkmarks total. Based on the number of checkmarks you receive, I establish your percentage which is then applied to the marks available for the final.