



Lakehead
UNIVERSITY

Department of
**Gender and
Women's Studies**

WOME 3357 FDE / FDF
Law and Women's Lives
Department of Gender and Women's Studies / Lakehead University
Fall 2024

Class: Mondays 7-10PM Via Zoom

Instructor: Dr. Katrina Younes

Email: kyounes@lakeheadu.ca

Office Hours: Mondays 12:00PM-2:00PM

Class and Office Hours Zoom ID: <https://lakeheadu.zoom.us/j/4800882389>

Meeting ID: 480 088 2389

Description:

This course provides an historical and sociological overview of the development of the law regarding issues of particular relevance to women and explores the extent to which law has limited women's lives. Course reading include case law, statutes and jurisprudence. Students are not expected to have knowledge of these issues prior to taking this course.

Land Acknowledgement:

As participants together in this course, we acknowledge that Lakehead Thunder Bay is located on the ancestral lands of the ᐱᐅᐅᐅᐅᐅᐅ (Anishinabe) people, signatories to the Robinson Superior Treaty of 1850, in particular Fort William First Nation. Lakehead Orillia is located on the traditional territory of Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy. We acknowledge the history these nations hold in the areas around our campuses, and are committed to relationships with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, reciprocity, and collaboration. We recognize the continual commitment needed by non-Indigenous people and institutions to learn from and about Indigenous peoples and to reconcile this colonial relationship.

Reading Materials:

Required readings are available in D2L.

Evaluation:

Detailed overview available in D2L.

Participation:	20%	Ongoing, via Zoom
5-7 Paged Short Analysis 1:	20%	Due: October 4 th
5-7 Paged Short Analysis 2:	30%	Due: November 15 th
5-7 Paged Short Analysis 3:	30%	Due: December 6 th

Schedule

September 9th: Introduction

- **Readings:**
 - Excerpt from *Creating a Seat at the Table: Reflections from Women in Law*

September 16th: Feminist Foundations

- **Readings:**
 - “Toward Feminist Jurisprudence,” by Catharine MacKinnon
 - “The Feminist Frameworks,” edited by Elizabeth Comack

September 23rd: Decolonizing Feminist Foundations

- **Readings:**
 - “i’m an indigenous feminist — and i’m angry,” by Jessica Yee
 - “Under Western Eyes: Feminist Scholarship and Colonial Discourses,” by Chandra Mohanty

September 30th: The Persons Case, The Constitution, and The Charter

- **Readings:**
 - Look over: The Persons Case, *Edwards v. Canada* (appeal)
 - “The Charter, Equality Rights, and Women: Equivocation and Celebration,” by Diana Majury

October 7th: Indigenous Relations and Law

- **Readings:**
 - *My Name is Kahentiiosta*, by Alanis Obomsawin
 - “Decolonizing Decolonization: An Indigenous Feminist Perspective on the Recognition and Rights Framework,” by Sherry Pictou

October 14th: Reading Week

October 21st: Reproductive Justice

- **Readings:**
 - “The Coercive Sterilization of Aboriginal Women in Canada,” by Karen Stote
 - *Democracy on Trial: The Morgentaler Affair*, by Paul Cowan

October 28th: 2SLGBTQIA+ and the Law

- **Readings:**
 - “Using the Legal System to Advance Equality for Indigenous Women, Girls, and 2SLGBTQIA People,” by Alana Robert
 - “Something More: The State’s Place in the Bedrooms of Lesbian Nation,” by Karen Pearlston
 - “Unprincipled Exclusions: Transgender Jurisprudence, Feminist Theory and Kimberly Nixon,” by Lori Chambers
 - Supplementary: *Someone Like Me*, by Sean Horlor and Steve J. Adams

November 4th: Sex Work and Labour Equity

- **Readings:**
 - Naomi Sayers, “The (Un)Constitutionality of *PCEPA*”
 - *Buying Sex*, by Teresa MacInnes and Kent Nason

November 11th: Incarceration, Punishment, and “Disability”

- **Readings:**
 - *Conviction* by Nance Ackerman, Ariella Pahlke and Teresa MacInnes
 - “Toward a Feminist Theory of Disability,” by Susan Wendell

November 18th: International Law and Human Rights I

- **Readings:**
 - “Sexual and Gender-Based Crimes,” by Rosemary Grey et al.
 - “Transforming Human Rights from a Feminist Perspective,” by Charlotte Bunch

November 25th: International Law and Human Rights I

- **Readings:**
 - “The Art of Braiding Indigenous Peoples’ Inherent Human Rights into the Law of Nation States,” by James (Sa’ke’j) Youngblood Henderson
 - “International Law and International Relations,” by Beth Simmons

December 2nd: Environmental (In)justice

- **Readings:**
 - *There’s Something in the Water*, by Elliot Page and Ian Daniel

- “Like I Wasn’t There”
- “An Open Letter”
- *Alright, Now What?* “Young Feminists Lead Climate Justice”

Issues for Student Information

Academic Dishonesty and Plagiarism: Plagiarism is a serious academic offence. Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student's work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you have previously or simultaneously submitted in another course is also academic dishonesty. The minimum penalty for academic misconduct is a 0 on the assignment in question. Students may also be subject to more severe academic penalties, up to and including expulsion for multiple offences. All students are required to know what constitutes plagiarism and how to avoid it. Please review the university guidelines at <https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities>, or speak with the professor. All cases of plagiarism will be dealt with in accordance with the Code of Student Behaviour and Disciplinary Procedures approved by Senate and the Board of Governors.

GenAI Use:

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

- a) **Student Responsibility** – It is the responsibility of the student to understand the limitations of AI-based tools. While these tools can provide suggestions and insights, final decisions and critical thinking should come from the student's own understanding and effort. Before submitting, review your work with this in mind. If you don't understand what type of GenAI usage is appropriate, ask the course instructor for clarification.
- b) **Formative Usage** – In this class, you may use GenAI for formative, but not summative, work. That means it can be used as a “possibility engine” (brainstorm tool), a “study buddy,” a “collaboration coach,” a “guide on the side,” a “personal tutor,” a “co-designer,” etc. to help you learn course content, but it cannot be used as the primary vehicle for any work that is submitted for marks or evaluation.
- c) **Error & Bias** – AI content is created by computer algorithms that have been trained using large amounts of data. The AI learns from patterns and examples in the data to generate new content that resembles what it has been trained on. If the training data used to train the AI model is biased or limited in scope, the AI may reproduce content that is inaccurate, incomplete, offensive, and/or biased. Students should weigh this as they consider material produced by AI.

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

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

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

Accommodations: I make every effort to meet the varied needs of students. Please feel free to speak to me directly about your needs. You are also encouraged to contact Student Accessibility Services (SAS) and to register with them as early as possible. For more information, please email sas@lakeheadu.ca or view <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>.

Assignment Due Dates: Due dates are suggestions to keep you on track for timely course completion. I am flexible and will accommodate your health/work/family obligations. I am happy to adjust dates, but you need to communicate with me. Accommodations can include incomplete standing (see below).

Incomplete Standing (from the Lakehead University Calendar): An incomplete grade may, at the discretion of the instructor and in consultation with the student, be assigned to a course when the instructor considers that for a valid reason the student has not yet completed all the requirements of the course. Please talk to me in advance if this is something we need to consider. I will not automatically provide an incomplete if you have not talked to me.

Expectations and Marking: All written work will be evaluated based on organization, presentation, grammar, and clarity as well as content. Writing is a process. It is only learned through practice and repetition. Writing is an important skill you can take into the workplace and the wider world. Written communication can be very powerful. However, your first draft is unlikely to be the best possible work you can produce. For this reason, I strongly encourage you to submit rough drafts of papers for review. I will mark your paper as many times as you want to submit it, and only the final mark will count towards your grade. This is true for all assignments. Good writing does not happen the night before an assignment is due. You should expect to spend a significant period of time on each assignment. These are guidelines to assist:

1. Start assignments early.
2. Read the instructions for your assignment carefully and ask questions if there is anything which is unclear.
3. Seek support. I am happy to read rough drafts for all assignments in this course. You can (and should) also get writing support from the Student Success Centre.

Student Success Centre: You can visit the Academic Support Zone at <https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone> or make an appoint for assistance at mysuccess@lakeheadu.ca.

Health and Well-Being: We will be dealing with difficult material. Self-care is very important. If you are experiencing academic stress, difficult life events, or feelings of anxiety or depression, or if you are triggered by the content in this course, Student Health and Wellness is available to help: 343-8361 or <http://healthservices.lakeheadu.ca/>. Their services are free for Lakehead students and appointments are available. If you require immediate support regarding a mental health crisis, call Crisis Response at 346-8282 (24 hours/day). For non-crisis issues, please call Good To Talk at 1-866- 925-5454. Please monitor your well-being, keep me informed if you need accommodations, and seek help as needed.