



Introduction to Women's Studies 1
WGST 100
Applied Arts Division
Fall 2020
Distance Education 3 Credits

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| Instructor: | Jillian Deri, PhD |
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| Office Hours: | Tuesdays 11am-noon or by appointment (Online through Zoom) |
| Zoom: | Link posted in Moodle |
| Dates: | September 1- December 8 2020 |

CALENDAR DESCRIPTION

An interdisciplinary approach to Women's and Gender Studies. Various theoretical explanations for the acquisition, development and maintenance of female/male gender roles are examined, and the implications of gender assignment in the daily lives of men and women are discussed.

COURSE DESCRIPTION

With an interdisciplinary approach this course focuses on contemporary experiences of women in Canada and transnationally, while contextualizing them within various feminist theories. The course investigates women's relationships with the state, religion, the media, and both the education and health care systems. Students will gain an appreciation and respect for diverse gendered and intersectional experiences in relation to contemporary issues.

PREREQUISITES: None.

RELATED COURSE REQUIREMENTS

Noted below in assignments and weekly schedule.

EQUIVALENCY OR TRANSFERABILITY

CAMO HUM 100 lev (3) OC GSWS 100 (3) SFU GSWS 101 (3)-B-Soc TRU SSEL 1xx0 (3) TRU-OL WOST 1019 (3) TWU SOCI 100 lev (3) UBC GRSJ 1st (3); YUKO WMST 100 & YUKO WMST 101 = UBC WMST 1st (6). Precludes credit for UBC WMST 101 & UBC WMST 102. UFV GE 1xx (3) UNBC WMST 100 (3) UVIC GNDR 100 (1.5) VIU WOST 1st (3)

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. *Reflect* on their gendered positions & beliefs regarding gender and women
2. *Observe, critically think about, and explain* how gender is portrayed and enacted, and how these relate to intersectionality and feminist theories
3. Further *develop* their critical thinking and self-reflection skills
4. Gain an *understanding* for the importance of social context, social norms, and intersectionality on people's gendered daily experiences; relate this to the potential betterment of quality of life as it relates to gender
5. *Evaluate and apply* feminist perspectives/theories to contemporary experiences of gender in Canada and transnationally, with a focus on the effects of and relationships with institutions, social processes, and social policies.

COURSE FORMAT

Distance Education – Online/Moodle

Required Textbooks

Tanya Taqak. 2018. Split Tooth. Penguin Random House Canada. (Available as Kindle/PDF and as Audiobook from [audible.com](https://www.audible.com))

No textbook will be used. Multiple readings and media content are included within Moodle's Modules

Various media is assigned as noted in the weekly course schedule (below), all of which are available online, and links will be posted on this syllabus and/or on Moodle. Students will be required to view various media through Netflix and Youtube. A membership to Netflix will be required for this class (First month free, \$12.99/month afterwards, which can be cancelled at any time.) If access to Netflix and/or Youtube is not available to you, please contact your instructor as soon as possible.

Evaluation

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|--------------------------|-----|------------|
| Weekly Modules | 35% | Weekly |
| Interview | 15 | October 4 |
| Report on State of Women | 10 | October 25 |
| Proposal | 5 | November 2 |
| Research Paper | 30 | December 8 |
| Participation | 5 | |
| Total | 100 | |

| Letter Grade | Percentage | Performance |
|--------------|------------|-----------------------|
| A+ | 90-100% | Excellent Work |
| A | 85-89% | Nearly Excellent Work |
| A- | 80-84% | Very Good Work |
| B+ | 76-79% | Good Work |
| B | 72-75% | Mostly Good Work |
| B- | 68-71% | Above Average Work |
| C+ | 64-67% | Average Work |
| C | 60-63% | Mostly Average Work |
| C- | 55-59% | Below Average Work |
| D | 50-54% | Poor Work |
| F | 0-49% | Failing Work |

Weekly Modules:

Each week, student will complete the readings, media, reflections and activities within the Module. Each Module must be completed in full in order to proceed to the following Module, and must be complete by Sunday midnight of that week. These activities are designed to a) instruct content, b) practice summarizing content, c) enable comprehension, d) retention of the material & e) practice reading, writing and engagement.

Note: *Weekly modules cannot be completed late. Each Module must be completed before you can begin the next one.* Late submissions will receive a grade of 0.

Each of the 12 modules will be evaluated as a low-stakes item out of 3% each (with the exception of one which is worth 2%) for a total of 35%. These will be graded based on how thoroughly you complete the content, as well as effort. More lengthy media/readings will be assigned in advance, and the instructions, media and activities will be explained within the Module. Students are expected to spend approximately 3-5 hours a week studying for this course.

Interview project:

Each student will choose a woman who they admire in their family, community or larger social network. After acquiring informed consent, the student will interview this woman about her life and choices as a woman. Students will have the creative control to interview the woman on the topics of their choosing, pertaining to what interests them about her life. Students will record the conversation, and then write a 4-6 page (double-spaced) report about the interview, with various quotes, paraphrased sections and a general summary. *Note:* you are not submitting the transcription, but instead a report about the interview. Creativity is highly encouraged. The questions and content are up to you to develop, but some questions to consider include the following:

- a) Describe significant events that shaped your life and choices?
- b) What passions and interests drive your life? What are your creative outlets?
- c) What does gender equality mean to you? Do you identify as a feminist and/or do you support women's rights? Why or why not?
- d) What inspires you to confront challenges? What inspires you to practice your passions?
- e) How do you support people in your community?
- f) What challenges were in place for girls and women when you were younger?
- g) What lessons do you wish you learned earlier in life? What do you wish you could tell girls and young women now?

Note: If you do not want to participate in this assignment, talk to your instructor in advance and you will be given an alternative assignment.

Report on the State of Women within your Home Community

Each student will research and write a report about the general state of women and girls in your home community. Your home community can be either where you grew up or the place you currently call home. Remember: you are not solely looking for problems, but hopefully you will identify significant events, situations and circumstances. Creativity is highly encouraged, and you are welcome to submit a video-based or audio-based entry instead of written. You are also welcome to write about men, LGBT issues, people with disabilities or other demographics, if this seems applicable to your situation. Your research can come from historical records, local newspapers, what you witness, anecdotes, conversations or whatever you see fit. Note: what you find does not need to apply to every woman in the community to be relevant. Instead, I want you to learn about certain women's experiences, the application of a gender-based analysis and the general state of affairs.

Recognizing the variation of women's experiences within any place, you can consider some of the following questions (no need to use all the questions) and you are encouraged to develop more questions or directions of inquiry of your choosing.

- a) What kinds of gender-based issues are being experienced?
- b) Are there any gender-based rights that women are working towards?
- c) Is there strong gender-based equality, in the home, workplace, politics, communities and/ or elsewhere?
- d) Has the state of women's rights changed over time?
- e) What is excellent for women in this community? What is less than ideal?
- f) Are there significant historical figures or events that took place here?
- g) Are there organizations of interests? (such as Options for Sexual Health, Women's Shelters, Organizations against gender-based violence, etc)
- h) Are there women's rights groups or activists?
- i) What have you witnessed in this community?
- j) What social issues are present in this community (ex: homelessness, drug-abuse, access to birth control, etc)
- k) Is there a strong presence of Indigenous People, now and historically? Are their traditions strong and celebrated?

Note: This assignment will be posted to the class forum. Students will read and respond to the reports of a minimum of 3 other students.

Your report will be a minimum of 750 words (with no maximum). Your report will be graded based on: a) comprehensiveness and depth of research, b) level of engagement with content; c) writing and presentation of material.

Research Paper:

Research papers will engage in-depth with one topic of your choosing, related to gender issues, in 7-8 pages double-spaced. *Your paper should address proposed solutions to described social issues.* Proposals for the paper will be a 1-2 pages, outlining the central topic of analysis, questions you will address and a list of 5 references. The proposal exercise will help you clarify your focus early in the course and allow your instructor to give you extensive feedback on your ideas. You are welcome to submit your proposal early. You are welcome to include questions for your instructor in the proposal. Creativity is highly encouraged.

Research papers will be graded based on the following criteria:

Research

- Sources are relevant to the topic and appropriate for study
- Topic is researched and described in sufficient depth
- Effective synthesis, making logical connections between resources and social issues
- Minimum of *five* references (both peer-reviewed books / journal articles and non-academic resources are welcome (i.e. websites, documentaries, blogs, etc). Given the vast array of information online, both quality and misinformation, students must discern the quality of the reference.

Content

- Clearly defined focus and arguments
- Fully explore important aspects of the topic in sufficient depth and detail
- Comprehension of research, explained fully, clearly, and accurately
- Reasoned arguments supported with evidence and analysis
- Application of theories to social issues
- Recognition of broader implications of social issues
- Depth of analysis

Writing

- Well-organized, with logical and systematic connections
- Written clearly and comprehensible; convey coherent and intended meanings
- Grammar, accurate and effective sentence structure
- Vocabulary, appropriate for postsecondary level
- Academic tone (avoids slang, etc)
- Effective use of quotations and references
- Personal opinion, *I* statements and subjectivity are welcome and encouraged, (backed up evidence-based knowledge)

- Formal referencing is required. You are welcome to use any formatting style, as long as it is consistent.

Participation: Your participation grade is based on your effort and engagement in online discussions, forums and module activities. Multiple innovative contributions that further student learning will earn you top grade.

Late Policy: 5% a day will be deducted for late assignments. The weekly modules cannot be submitted late. Extensions can be requested for emergencies with appropriate documentation. I encourage you to prioritize health and approach your instructor if any health concern emerges that will influence your learning success.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): lac@yukonu.ca.

THE LORENE ROBERTSON WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. The Lorene Robertson Writing Centre is staffed by helpful writing coaches from across the University and offers one-on-one appointments to students in need of writing support.

The Lorene Robertson Writing Centre can help you:

- Get started on an assignment and focus your ideas
- Outline and plan your assignment
- Write clearly, logically and effectively
- Address specific needs and writing problems
- Revise the first and final drafts of your project
- Gain confidence in your writing
- For in-person appointments, the Centre coaching office is located in the Academic Support Centre in room A2302. You can also participate in coaching appointments over the phone or online. see the Academic Support Centre schedule for English and writing support times.

Course Schedule

**Each week will include Module content, media and activities. See the Module for further instruction. Links to media will be posted within the Module.

Note: Various other content, both from your instructor as well as links to online content, may be added to this course schedule. Pay attention to Course Announcements for any further information.

September 1

Week 1: Introduction

Module Instructions:

- a) Familiarize yourself with this course syllabus and with Moodle
- b) Introduce yourself on Moodle in the Discussion. Read and reply a minimum of 3 of your classmates' posts.
- c) Complete the Module activities

Media:

- Chimamanda Ngozi Adichie's Ted Talk, We Should All Be Feminists

Module Complete by September 6 midnight

September 7

Week 2: Sex & Gender

Media:

Science Plus Video Series, *Sex vs Gender, What's the Difference?*

- a) Science Plus, Every Sex and Gender Term Explained
- b) Science Plus, Science Says there are more than two genders
- c) Science Plus, Animals Care More about Sex than Gender
- d) Science Plus, Does Gender Even Matter
- e) Science Plus, What Would a Post Gender Society Look Like

Module Complete by September 13 midnight (First graded module)

September 14

Week 3: Feminisms

Readings

- Stanford Feminist Philosophy: <https://plato.stanford.edu/entries/feminist-philosophy/#TopiFemi>

Media:

- A Call to Men, TED Talk by Tony Porter
- Documentary: *She's Beautiful When She's Angry* (available on Youtube)
- Factual Feminist, The Top Five Feminist Myths of All Time

Module complete by September 20

September 21

Week 4: Gender-based Analysis

Media:

- Documentary: *Feminists, What Were They Thinking?* (available on Netflix)
- Podcast Inquiring Minds: Arlie Hochschild Changing Political Minds
- Factual Feminist, Are gender specific toys a hazard to children?
- Factual Feminist, Christina Hoff Sommers, *#MeToo: Movement or Witch Hunt?*

Module Complete by September 27 midnight (Second graded module)

September 28

Week 5: LGBT and Queer Issues

Media:

- *Documentary, She's a Boy I Knew* by Gwen Haworth
- Watch any one full episode (your choice) of *Gaycation* with Ellen Page from Viceland (available on Youtube)
- Them, InQueery, *What Does Two-Spirit Mean?*
- Them, InQueery, *What Does Intersex Mean?*

Module Complete by October 4 (Third Graded Module)

Interview Report Due: October 4

October 5

Week 6: Race, Ethnicity & Intersectionality

Readings:

- Intersectionality 101 (in a file on Moodle)
- Audre Lorde, *The Master's Tools* (in a file on Moodle)
- Audre Lorde, *Uses of Anger* (in a file on Moodle)

Media:

Video series from Science Plus on *Stereotypes*:

- a) Does Your Brain Force you to Stereotype
 - b) Can Stereotypes Keep you Safe
 - c) Why You May Not Know You're a Bigot
 - d) How Racist Are Video Games
 - e) Why There Will Never Be a World Without Stereotypes
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- ASAP Science, *The Science of Racism*
 - Podcast Inquiring Minds: David Amodio *The Science of Prejudice*
 - *Intersectional Feminism: What is it?* Christina Hoff Sommers, *Factual Feminist*, American Enterprise Institute

Module Complete by October 11 (Fourth Graded Module)

October 13

Week 7: Embodiment & Beauty

Media

- Documentary: *Killing Us Softly Part 4* by Jean Kilbourne
- Documentary: *Iris* (Available on youtube)
- TED Talk by Amy Cuddy, Your Body Language May Shape who You Are
- Podcast Ologies Kalology: Beauty Standards with Renee Engeln

Module Complete by October 18 (Fifth Graded Module)

October 19

Week 8: Representations of Women

Module Activity: Analysis of Music Videos

Media:

- Documentary: Miss Representation (Available through Netflix)
- The Bechdel Test for Women in Movies; Feminist Frequency
- Podcast Under the Influence: Guys and Dolls Gender Marketing 1 and 2

Report on State of Women: Due October 25

Module Complete by October 25 midnight (Sixth Graded Module)

October 26

Week 9: Gender Issues and Activism around the World

Module Activity: Read, Review & Comment on at least 3 State of Women Reports

Media

- Documentary *He Named Me Malala* (Available on Netflix)
- Documentary: *Period. End of Sentence* (available on Netflix) (26 minutes)

Module Complete by November 1 midnight (Seventh Graded Module)

Proposal Due: November 2

November 2

Week 10: Sex Work and Erotic Capital

Readings

- Erotic Capital from Catherine Hakim: <https://pdfs.semanticscholar.org/9e54/0759fbf2221ba548548d4a623c1e0f6d411d.pdf>
- Wrenna Robertson, The Healing Power of Sex Work, Straight: <https://www.straight.com/life/healing-power-sex-work>

Media

- Film: *Hot Girls Wanted* (Available on Netflix)
- TED Talk: Juno Mac, The Laws that Sex Workers Really Want

Module Complete by November 8 midnight (Eight Graded Module)

November 9

Week 11: Women and Science

Media

- Podcast Inquiring Minds: Science Got Women Wrong by Angela Saini
- Podcast Inquiring Minds: Leaky Pipeline of Women in Science
- Podcast Inquiring Minds: Marek Glezerman: The Science of Gender Medicine

Module Complete by November 15 midnight (Ninth Graded Module)

November 16

Week 12: Gender, Work and Design

Media

- 99% Invisible Podcast: Invisible Women
- TED talks daily: how to design gender bias out of the workplace Sara Sanford
- Netflix show Explained Episode: Why Women are Paid Less (Season 1, available on Netflix)

Module Complete by November 22 (Tenth Graded Module)

November 23

Week 13: Biographies

Readings

- Tanya Taqak Split Tooth

Module Complete by November 29 (Eleventh Graded Module)

November 30

Week 14: Gender Moving Forward

Module Activity: Think Tank Activity

Module Complete by December 6 (Twelfth Graded Module)

Research Paper Due: December 8
