



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE –Winter 2020

WS3000 (A3): Introduction to Women’s Studies – 3 (3-0-0) 45 Hours for 15 Weeks

INSTRUCTOR: Dr. Tina Strasbourg **PHONE:** 780 539 2237
OFFICE: C408 **E-MAIL:** tstrasbourg@gprc.ab.ca
OFFICE HOURS: Tue/Thurs 2:30 to 3:30, or by appointment

CALENDAR DESCRIPTION: This course introduces the field of women’s studies, with emphasis on the theoretical foundations of feminist analysis and the diversity of debates within feminism. The primary focus surrounds issues of gender as a social, cultural and political construct and how this intersects with race, class and sexuality. The course is also an opportunity to explore the shared and diverse aspects of women’s experiences and show how women’s studies as an academic discipline challenges the methods, theories and knowledge of traditional disciplines.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS: All resources are posted on Moodle.

DELIVERY MODE: The course work includes lectures, class discussions, in-class group and individual work.

COURSE OBJECTIVES:

- To gain a sense of the history of Women’s Studies and the feminist movement.
- To gain an understanding of historical and contemporary oppressed groups’ struggle for political and social freedom.
- To examine theoretical approaches to interpret the origins, causes and proposed solutions to oppression, and to appreciate the practical implications of feminist analysis in everyday life.
- To consider the relationship between gender and sex, oppression and privilege, even within the context of one’s own biography.
- To consider the way in which feminism also seeks to expose and to challenge other forms of structural oppression such as poverty, racism, classism, heterosexism, and ableism.

LEARNING OUTCOMES: As a result of taking this course students will be able to articulate the key concepts and theories in contemporary women’s studies and be able to apply those concepts and theories to understand their own and others’ life experiences. Students will gain an appreciation of the similarities and differences between all oppressed groups and will begin to understand the consequences of continued discrimination against the oppressed both personally and professionally.

TRANSFERABILITY:

This course is considered a University Transferable Course; however, the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability and transferable grades.**

EVALUATIONS:

Attendance and Participation	10%	
Exam #1	25%	Date: February 26 th
Research Essay Outline	10%	Date: March 25 th
Exam #2	25%	Date: April 8 th
<u>Final Take-home Research Essay</u>	<u>30%</u>	TBA
Total	100%	

For the exams, students should be prepared to answer questions from material covered in class, which includes lectures, guest speakers, in-class discussion, films and course readings. It is therefore to the student’s advantage to attend every class.

Any incomplete grades or grade contentions must be done BEFORE the last scheduled lecture (except for the final essay of course). After the last scheduled lecture all grades, as they appear on Moodle, will stand. Any grade contentions for exams or assignments must be done in writing (word processed) and provide a detailed justification why the grade should be reconsidered with evidence (such as reference to specific page numbers and information in the text).

As per the GPRC Policy on Student Rights and Responsibilities it is the student’s responsibility to complete exams at the times scheduled by the instructor. If a student has a valid and serious reason for being unable to complete exams, the instructor must be advised **before** the exam is due. Failure to notify the instructor of an absence and/or lack of a valid serious reason will result in a grade of zero with no option to write a deferred exam or make up assignment. Permission to grant a deferred exam is at the discretion of the instructor and is contingent only for serious emergency situations and presented to the instructor in person. Only the most extreme of situations will be granted a deferral if advance permission is not sought from the instructor. **Email requests will not be entertained.** Multiple requests for deferred exams or assignments are not granted irrespective of reason(s). Deferred exams must be completed and graded before the next scheduled exam or the grade will remain zero.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE: Topics & Related Resources

Introduction to WMST

- Gina Crosley-Corcoran, “Explaining White Privilege to a Broke White Person”
- Lise Gotell and Barbara A. Crow, “What is Women’s Studies?”
- Marilyn Frye, “Oppression”

Transgender Identity Theory

- Guest Speaker, Michaela Thompson
- Judith Shapiro, “Transsexualism: Reflections on The Persistence of Gender and The Mutability of Sex”—read the first 9 pages (up to but not including “Transsexual Embodiment”), and then the last section “The Paradox of Sex and Gender”

Intersectionality

- Guest Speaker, Islamic Feminisms—Raoudha Kallel

History and Activism

- Valerie Sanders, “First Wave Feminism”
- Sue Thornham, “Second Wave Feminism”
- Judy Rebick, Part IV Intro and Chapter 18, “Reaction and Resistance”
- Jennifer Baumgardner and Amy Richards, “Girl, You’ll Be a Woman Soon”
- Tegan Zimmerman, “#Intersectionality: The Fourth Wave Feminist Twitter Community”
- Reading: H.E. Barber, “Is #MeToo Good for Women?”

Women, Identity, Media, Body Image, Pop-Culture, and Advertising

- Carla Rice, “Between Body and Culture: Beauty, Ability and Growing Up Female”
- “Miss Representations” Netflix Documentary—Jennifer Siebel Newsom (Director)

Men, Identity, Media, Body Image, Pop-Culture, and Advertising

- Film: “Tough Guise 2: Violence, Manhood & American Culture” Jackson Katz
- Jason Nethercut, “Is Aristotle the Best a Man Can Get?” (link to the article is posted on Moodle)
- Daisy Grewal, “Men Who Advocate for Others in the Workplace Face Backlash”

Health, Sexuality, and Feminism

- Reading: Erin Connell, “Desire as Interruption: Young Women and Sexuality Education in Ontario, Canada”
- Reading: Christine Overall, “Heterosexuality and Feminist Theory”

Violence Against Women

- Guest Speaker, Trauma Unfolding, Jacquie Aitken
- “The War at Home” CBC Documentary—Shelley Saywell (Producer & Director)
- Lisa Rosenberg and Ann Duffy, “Violence against Women”
- Joanne Minaker and Lauren Snider, “Husband Abuse: Equality with a Vengeance?”

STUDENT RESPONSIBILITIES: As per the GPRC Policy on Student Rights and Responsibilities It is the student's responsibility to arrive on time and remain for the duration of scheduled classes. Regular attendance is critical to success in this course. Should a student be unable to attend a class, it is the student's responsibility to acquire the missed material preferably from a fellow student and to complete the assigned readings. The instructor does not lend out lecture notes.

Learning is an active process that will take effort on your part. Students are expected to read the chapters in advance of lectures, participate in activities and discussions in the classroom, and *communicate with the instructor when difficulties are encountered with the course material*. Students are responsible for learning all of the assigned chapters, even if all the material has not been covered in lecture, as well as any other topic or video covered during class time.

Students are expected to display a professional attitude and behavior in the classroom including academic honesty, respect for and cooperation with your colleagues and the instructor, attention to colleague's questions and the instructor's response, and a determination to meet deadlines. Students who are unable to meet these expectations will be required to leave the class in the interest of preserving the learning environment for the other students.

Because the issues we will be discussing are complex and controversial, there are bound to be many different opinions about them. An important ground rule for this course is a commitment from all students to help build a respectful learning environment where we are all comfortable expressing our views and learn from one another. You are encouraged to keep an open mind, allow for the exchange of views, and respect opposing viewpoints. Also keep in mind that some of the issues we will address will be highly personal so consider the types of responses you are willing to share with other people in this class. It will be expected that all individuals will maintain confidentiality of the class discussions, but you do not have to share experiences you would rather not disclose. Don't be afraid, however, of carefully examining what you believe and why you believe it. Also, be cognizant of the fact that women's studies is an academic discipline that although draws from women's personal experiences is not meant to be a substitute for personal counseling nor an entertaining or dramatic chat session more suited to daytime talk shows. One of the difficult aspects of this course is that we will examine how we have been systematically taught and internalized misinformation about ourselves and others. We will also be confronting how we participate in this process ourselves. The issues confronted in this course will affect some of us deeply and personally. Please be gentle with yourself should issues arise for you and feel free to talk to the instructor about such matters or for a referral for counseling should the need arise.

Please be sure to familiarize yourself with Moodle as all communication with students outside of class and office hours will be done via email to the email you have on file. Be sure to check your college email often or forward messages to your regular email account.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

**Note: all Academic and Administrative policies are available on the same page.

Additional Information:

Pet Peeves

Cell phones that ring during class or use of cell phones during class. The sound of binders closing and people packing-up books before I've indicated that the class is over. Trying to talk over people who are discussing their weekend plans during class time. Use of laptops or other electronic devices that disrupts other students.