



## COURSE OBJECTIVES:

1. To learn about the history of Women's Studies and the feminist movement.
2. To analyze historical and contemporary oppressed groups' struggle for political and social freedom.
3. 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.
4. To evaluate the relationship between gender and sex, oppression, and privilege, even within the context of one's own biography.
5. To analyze 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 women's studies (particularly in "Western" feminist theory) 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 structurally.

## TRANSFERABILITY:

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**

## EVALUATIONS:

Participation	10%	
Comprehension and Critical Analysis Assignment 1	30%	Due date: February 28 <sup>th</sup>
Comprehension and Critical Analysis Assignment 2	30%	Due date: March 21 <sup>st</sup>
Comprehension and Critical Analysis Assignment 3	30%	Due date: TBA

(The last assignment is due during the final exam period. Please check the registrar's posting for a schedule of final examinations.)

### Class Participation:

Participation in discussion is a way to help advance the discussion of difficult philosophical concepts and encourage others. More particularly, discussion helps to enhance one's understanding of philosophical concepts, and offers a venue for critical analysis of your own arguments.

### Comprehension and Critical Analysis Assignments:

You will complete three take-home assignments throughout the term. The purpose of the assignments is to give you the opportunity to illustrate your understanding of the course material, which includes course readings, lectures, and in-class discussions. Each assignment will also entail a critical assessment component. The critical analysis component is your opportunity to offer a feminist analysis of the selected topic using the conceptual tools and critical thinking skills developed in class. You will be evaluated on academic scholarship. You will also be evaluated on organization, accuracy of analysis of the topic you select, integration of bibliographic sources, and competency of writing (including clarity, grammar, spelling and punctuation).

- Alternative arrangements for assignments are typically made at the discretion of the instructor. Deferrals may only be granted in extenuating circumstances such as extreme illness or other serious circumstances beyond the student's control. Work commitments or holidays are not considered legitimate reasons for missing assigned deadlines.
- Unless previously discussed, late work will be penalized in the absence of a valid excuse. The assignment grade will be reduced by 10% each day it is overdue, including weekends.

### Contesting Grades:

How you do on an assignment has no bearing on how much I respect (or like) you. There should never be any reason for you to feel ashamed or angered by your grade. One of my priorities in this class is to help you learn, and the assignments and my comments on your work are aimed at this goal. I do not expect perfection, and neither should you. I expect you to do your best and to use the assignments to help guide you on how you can improve.

If you wish to contest your grade, please do the following:

1. Double check the assignment instructions and the grading criteria.
2. Thoroughly read all the comments in a charitable manner.
3. Make an appointment to discuss your grade. Please do not ask me to go over your individual assignment in class.
4. Come to the appointment prepared. After looking over the comments and the assignment requirements, you should be able to articulate why you think your answer should have earned more marks.
5. Please remember I can only give you grades for the content represented on the assignment. You may be able to verbally articulate what you meant to say in the meeting, but if that meaning is not clearly illustrated in the assignment content, I cannot give you grades for it.
6. Language is very important. I am happy to listen to your well thought out reasons for adding marks. Please do not approach me in a combative, disrespectful manner. For example, it is better to approach the discussion from the perspective that grades are earned rather than the view that grades are given. This perspective allows us to go through the comments together and to make clear how you earned your grades. This process will better enable you to show me how you think you met the requirements, and if you can do so I will have no problem with changing your grade.

## 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:

### Course Topics & Related Resources

#### Introduction to WMST

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

#### 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”
- H.E. Barber, “Is #MeToo Good for Women?”

#### 2SLGBTQ+ Inclusion & Community Presentation

- Guest Speaker: Alexandra Marshall, University of Alberta Coordinator, Faculty of Education—Sexual Minorities & Services

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

- Guest Speaker: Carmen Gorgichuk, NWP Fine Arts Instructor—Women and Music
- Carla Rice, “Between Body and Culture: Beauty, Ability and Growing Up Female”
- “Killing Us Softly 4” Documentary—Jean Kilbourne

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

- “Tough Guise 2: Violence, Manhood & American Culture” Documentary—Jackson Katz
- Jason Nethercut, “Is Aristotle the Best a Man Can Get?” (Article link is posted on D2l)
- Daisy Grewal, “Men Who Advocate for Others in the Workplace Face Backlash” (article link is posted on D2l)

## **Violence Against Women**

- Guest Speaker: Jacquie Aitken Kish, Executive Director at PACE—Violence Against Women: Trauma Unfolding
- “The War at Home” CBC Documentary—Shelley Saywell (Producer & Director)
- Joanne Minaker and Laureen Snider, “Husband Abuse: Equality with a Vengeance?”

## **STUDENT RESPONSIBILITIES:**

1. Recall that one of the requirements for registering for remote learning is that you have a computer with a webcam and reliable internet connection. As such, students will be required to turn on their cameras during class. Exceptions will be made on a case-by-case basis with good reasons and evidence as to why you cannot meet this requirement.
2. Regular attendance and participation in discussion is expected, which is another reason why having your camera on is a requirement of the course. Participation is a way to help advance the discussion, gain understanding of course material, and encourage others.
3. Please do not be late for class.
4. Students are expected to complete assigned readings before class. Do not fall behind in the assigned readings because it is difficult to catch up.
5. If students miss class, it is their responsibility to obtain the information they missed. If available, recorded lectures may be shared in the case of reasonable absences.
6. Policies regarding final exams are governed by institutional policy. Students should consult the Examinations policy in the NWP Calendar. Students should consult the NWP Calendar for any questions regarding deferred exams but note that students are required to be available to write exams during the entire final exam period.

## **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 Northwestern Polytechnic Calendar at <https://www.nwpolytech.ca/programs/calendar/> or the Student Rights and Responsibilities policy which can be found at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

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

## **Additional Information:**

### Classroom Etiquette

- 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.

### Remote Learning Etiquette

(The following list has been created from past experiences with remote learning. Please feel free to add things you've learned that make for a better remote learning experience during the discussion).

- Do not log into class while you are still under the covers in bed. Come to class fully clothed.
- Zoom chat etiquette is the same as verbal chat etiquette. Be respectful with the comments you make in the chat. Stay on topic. Do not use the chat in the same way you use this feature on social media.
- Avoid distractions. Only have the course up on your screen. Wear headphones to help cut out external noise.
- Same as with in-class attendance, **stay off your phone during class!!!** Seriously, I can often tell when you are looking at your phone.
- If for some reason I am dropped from the Zoom lecture, please give me a few minutes to log back in. This issue only occurs on rare occasions, but I wanted to establish a protocol in case it happens again.
- If you have pets who are not camera shy, you must introduce them to the class at least once throughout the term.

### Use of Class Recordings

Classes (or parts of classes) in this course may be recorded by the instructor for use as an instructional resource for the class. These recordings are protected under the Freedom of Information and Protection of Privacy Act (FOIP) and are to be used for academic purposes only. Students must not sell, duplicate, distribute, or publish evaluative assessments, course lecture notes, handouts, recordings, or other information provided by an instructor, or use the above for any commercial purpose. These restrictions apply to all recorded materials unless you receive express written permission by NWP and all the participants involved in the recording. Students who misuse recordings may also be subject to sanctions under the Student Code of Conduct (for more information the Polytechnic Policy on Student Rights and Responsibilities under the section on Academic Misconduct

<https://www.nwpolytech.ca/about/administration/policies/>