

DEPARTMENT Humanities and Social Sciences

COURSE OUTLINE – Winter 2024

WS3000(A3/VC): Women's Studies – 3 (3-0-0) 45 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR:	Tina Strasbourg	PHONE:	780-539-2237
OFFICE:	C408	E-MAIL:	tstrasbourg@nwpolytech.ca
OFFICE HOURS:	Appointments by request.		

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, for example, 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 D2L (Myclass).

DELIVERY MODE(S):

On-Campus for students enrolled in section A2.

Synchronous for students enrolled in section VC.

LEARNING OUTCOMES:

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.

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' lived 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 27 th
Comprehension and Critical Analysis Assignment 2	30%	Due date: March 20 st
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 is more than just speaking in class. Being an engaged listener is to participate in a meaningful way. Participation also consists in engaging in your responsibility to find important information on the course outline, keeping track of due dates, submitting material on time, and keeping up with course content when you are unable to attend class, which includes watching recorded lectures. Of course, it also entails finishing the reading beforehand and preparing any questions you might have about the material. One benefit of participation is that it helps to advance the discussion of difficult concepts and encourage others. More particularly, discussion helps to enhance one's understanding of the concepts, and offers a venue for critical analysis of your own beliefs, values, biases, and perception of the world.

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, integration of bibliographic sources, and competency of writing (including clarity, grammar, spelling and punctuation).

- Please note that in cases where submitted work exhibits concerning patterns or raises questions about the origins of its creation and the student's intellectual effort involved, students may be required to submit to an oral examination regarding the work at the discretion of the instructor. Failure to participate in the oral examination will result in an assigned grade of 0 for the assessment. If, following the oral examination, the instructor still has concerns about the work, the academic misconduct provisions of the Student Rights and Responsibilities policy (linked elsewhere in this outline) may be applied.
- 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-**.

Grading Chart

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	67-69
A	4.0	85-94	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:

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”

Women and Islam

Guest speaker: Raoudha Kallel, NWP Humanities and Social Sciences instructor

Indigenous Feminism

Guest speaker: Darlene Horseman, NWP Humanities and Social Sciences instructor

2SLGBTQIA+ and Feminism

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

- Janet Halley, *Split Decisions: How and Why to Take a Break from Feminism*

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

- 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)

Justice and the Family

- Guest Speaker: Amy Easterbrook, Family Resiliency Team Lead at Grande Prairie Family Education Society

STUDENT RESPONSIBILITIES:

This course includes a videoconference (VC) section. Students registered in the VC section are able to attend lectures and complete all course components without attendance on campus.

Where disruptions or other technological issues occur with institutional or instructor systems on campus or elsewhere, instructors will ensure that appropriate accommodations are made for VC students.

This course has the requirements listed below for VC students. Failure to meet these requirements may affect attendance and participation grades.

VC Student Requirements

Technology	A stable internet connection sufficient to meet the class requirements. Webcam, microphone, speakers.
Class Participation	Camera on and showing your face during class. An appropriate screen name.

Responsibilities of all students:

1. Please do not be late for class.
2. Students are expected to complete assigned readings before class. Do not fall behind in the assigned readings because it is difficult to catch up.
3. 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.
4. 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 ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available 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

- 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/>