

**Carleton University**  
**Fall 2017/Winter 2018**  
**Pauline Jewett Institute of Women's and Gender Studies**

**WGST 1808 B: *Introduction to Women's and Gender Studies***

**Wednesday 8:05 pm – 9:55 pm**  
**Location: TB 360**

**Instructor: Katharine Bausch**  
**Email: KatharineBausch@Cunet.Carleton.ca**  
**Office: DT 1408**  
**Phone: 613-520-2600 ext 8562**  
**Office Hours: Wednesday 5:00 pm – 6:00 pm**

- *This outline is preliminary and subject to change*

**Course Description:** This course provides an introduction to some of the major concepts, issues, and themes that inform the broad field of women's and gender studies. Throughout the course we challenge many taken-for-granted assumptions about gender relations, feminism, and human inequalities. We examine the social, historical and cultural construction of "sex" and "gender" in relation to other social categories such as race, class, disability, and sexuality. We analyze gendered and racialized media representations of sexuality and beauty, and consider how mainstream media messages are being resisted. This course also considers the challenges facing our world in North America and abroad. Through issues including violence, sexuality, health, poverty, and globalization, we explore diverse people's experiences and think critically about the multiple pathways towards gender and economic justice for everyone.

**Course Objectives:**

1. challenge dominant taken-for-granted assumptions about gender relations, feminism, and human inequalities
2. apply feminist and intersectional frameworks to their understanding of major Canadian and global social issues
3. identify ways in which gendered power relations are embedded in institutions and in everyday, social relations, practices, and values
4. appreciate multiple forms of individual and collective resistance to social and economic inequalities in the past and present, and assess different visions and strategies for gender justice in local and global contexts
5. demonstrate level-appropriate skills in critical thinking, research, and writing that are important and transferrable to future endeavours in higher academic study, employment, community involvement, and engaged citizenship

## Required Course Materials:

Hobbs, Margaret and Carla Rice, eds. *Gender and Women's Studies in Canada: Critical Terrain*. Toronto: Women's Press/Canadian Scholars' Press, 2013.

Other readings are available online or through CuLearn.

## Course Evaluation:

<b>The "F Word"</b>	<b>15%</b>	<b>Wednesday November 1, 2017 (In Lecture)</b>
<b>Making Change</b>	<b>20%</b>	<b>Wednesday March 7, 2018 (In Lecture)</b>
<b>Midterm Exam</b>	<b>20%</b>	<b>TBA-During Exam Break</b>
<b>Final Exam</b>	<b>25%</b>	<b>TBA-During Exam Break</b>
<b>Tutorial Participation</b>	<b>20%</b>	<b>Ongoing</b>

### **1. The "F Word": What Have You Done For Me Lately?**

This assignment is in two parts. For the first part, find two people with whom you feel comfortable discussing the "F Word" (feminism). Talk to them about what they think feminism means and how it affects their lives. Share your own perceptions on feminism as well. For the second part, write a 2-3 page reflection on what you discussed. You should have a clear position on feelings about feminism, which you back up with points from the discussion. More details can be found on the assignment sheet, which is posted on CuLearn

### **2. Making Change**

For either option, you will write a 4-5 page report and use at least **three** course readings. See assignment details on CuLearn

#### Option 1: Report on Gender Social Justice Event

Attend a university and/or community event engaging with gendered social justice issues. Write a report that introduces the purpose of the event, its organizers, and main concern or issue(s). Then evaluate the meaning of the event and its potential for enacting social change.

#### Option 2: Report on an Organization Engaging with Women/Gender

Select a local or global women's or social justice organization from the provided list (or another approved by the instructor). Write a report examining the group's origins, its current concerns, issues, and priorities, and how it addresses these issues.

### **3. Midterm Exam**

The midterm exam will cover material from the first term. It will consist of short answers and mini-essays and will take place in a 3-hour period. We will discuss preparation strategies as we get closer to the midterm date.

The midterm exam will take place in the formal exam period, so please make sure that you are available. Make-ups will not be granted for travel, no exceptions.

#### **4. Final Exam**

The final exam will cover material from the second term and will have the same structure as the midterm (short answers and mini-essays) and take place in a 3-hour period. We will discuss preparation strategies as we get closer to the exam date.

The final exam will take place in the formal exam period, so please make sure that you are available at that time. Make-ups will not be granted for travel, no exceptions.

#### **5. Tutorial Attendance & Participation:**

Tutorial attendance and participation are mandatory. All students are expected to do the assigned readings, attend tutorials regularly, and participate. Your attendance/participation mark will be determined based on evidence that you regularly read the assigned material, come to tutorial prepared to engage with that material, and actively participate in discussions. Please keep in mind that your participation is not simply evaluated based on how often or how much you contribute. The *quality and thoughtfulness* of your contributions and your demonstrated respect for others in the discussion will influence evaluation of your attendance/participation grade. If you are uncomfortable speaking up in tutorial, please contact your tutorial leader early in the year to review strategies for participation.

Remember, you cannot achieve “participation” marks for missed tutorials, so consistent attendance is crucial. If illness or other unavoidable issues cause you to miss multiple tutorials you will need to keep me advised of the situation and an accommodation plan can be considered.

#### **Emails:**

I am fairly quick at responding to emails. As a general rule of thumb, I will not respond to emails between 6pm and 10am. So if you have a particular question about an assignment you are working on, please make sure you contact me before 6pm the day before it is due.

Before emailing, please consult your syllabus and/or CuLearn, especially if your question refers to assignment (page numbers, citation style, etc.) and course logistics (assigned readings, etc.). Please put the course code in the subject heading and tell me who you are in the email. I have quite a few students this semester and I want to be as helpful as I can, so it helps me if you are clear in your emails about what information you need. Finally, please make sure your questions are email-friendly; more substantive questions should be asked either in class or during my office hours.

Emailed assignments will not be accepted under any circumstances.

**Lectures:**

Scheduled lectures are held once a week. The exam will be based on material covered in the readings, lectures, films and discussions. Careful note taking in lectures is highly recommended. Outlines for the lectures delivered by the course instructor will be available on CuLearn, as will other documents relating to the course (the course syllabus, assignments, notices, and additional learning aids). The lectures themselves will NOT be posted on CuLearn; you must attend the class for the lecture content.

If you must miss a lecture, please do not write the instructor with the question, “Did I miss anything?” You can safely assume that you did miss something, so the CuLearn folder for that week for any learning materials that might be posted from the lecture, and check in with a classmate who might discuss with you the lecture material and/or loan you their notes. Be aware, however, that it is not always easy to understand someone else’s notes. You are also always welcome to drop in to the instructor’s office hours (posted on the front of this syllabus) to discuss course content.

During ALL lectures, please save your socializing for outside the lecture theatre, turn off cell phones and anything else that beeps, rings, or sings, and refrain from using any electronic equipment for social purposes (including texting).

**Plagiarism:**

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” Plagiarism is a serious offence. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course. The university’s Academic Integrity Policy can be found at: <http://www2.carleton.ca/studentaffairs/academic-integrity>

**Academic Accommodation:**

You may need special arrangements to meet your academic obligations. The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term.

*By its very nature, this course will involve texts and lectures that might be emotionally difficult or stressful for some students. It is part of the mandate of Gender Studies to broach difficult topics with compassion and a view to understanding the world from many perspectives. This process is not always easy, but it is worthwhile. If you would like to discuss any of these topics outside of the classroom setting, please do not hesitate to contact me. I am happy to discuss the course material further with you and help direct you to resources on and off campus, if you feel you need them. I am here to support you through the learning process.*

### **Week-by-week schedule:**

#### **Lecture One: Wednesday September 6, 2017 Introduction**

#### **\*No Tutorials This Week\***

Read the INTRODUCTION to the required course text (Hobbs and Rice, *Gender and Women's Studies in Canada: Critical Terrain*) as follows:

1. Marg Hobbs and Carla Rice. "Introduction. Mapping the Terrain of Gender and Women's Studies in Canada" pp. xvii-xxix.

#### **Lecture Two: Wednesday September 13, 2017 I am a Feminist Because...**

#### **Read from the TEXT**

1. Jessica Valenti. "You're a Hardcore Feminist. I Swear." (TEXT 2-8)
2. Excerpts from bell Hooks, *Feminism is For Everybody*. (TEXT 11-15)
3. 4) Verna St. Denis, "Feminism is for Everybody: Aboriginal Women, Feminism, and Diversity" (TEXT pp. 16-28)
4. Estelle Freedman. "The Historical Case for Feminism." (TEXT 31-37)

#### **Lecture Three: Wednesday September 20, 2017 Intersectionality**

#### **Read from the TEXT**

1. "Intersectional Feminist Frameworks: A Primer" and Intersectionality Wheel Diagram (TEXT 38-44)
2. Eli Clare. "Freaks and Queers." (TEXT 145-159)
3. Robin Kelley, "Ten Things Everyone Should Know About Race" (TEXT pp. 160-61)
4. Supplement 11: "Racism in Canada: A Timeline" (TEXT 162-3)
5. Ch. 25: CRIAW. "Women's Experiences of Racism" (TEXT 234-45)

**Lecture Four: Wednesday September 27, 2017**  
**Gender and Gender Identity**

Read from the TEXT and Online

1. Lois Gould, "X: A Fabulous Child's Story," (TEXT pp. 164-170)
2. Riki Wilchins, "Transgender Rights" (TEXT pp. 183-187)
3. Katy Steinmetz, "Why It's Best to Avoid the Word 'Transgendered'" (CuLearn)

**Lecture Five: Wednesday October 4, 2017**  
**"Sex" as Biology**

Read from the TEXT and Online

1. Supplement 7: "Sex = Gender?" (TEXT pp. 107-109)
2. Nelly Oudshoorn, "Introduction to Beyond the Natural Body" (TEXT pp. 110-116)
3. Alice Dreger, "Where's the Rulebook for Sex Verification?" (TEXT pp. 123-124)
4. Anne Fausto-Sterling, "Dueling Dualisms" (TEXT pp. 125-137)
5. Kate Haas, "Defining Genitals: Who Will Make Room for the Intersexed?"

<http://www.cirp.org/library/legal/USA/haas1/>

**Lecture Six: Wednesday October 11, 2017**  
**Queering Identities**

Read from the TEXT and Online

1. Michael Messner, "Becoming 100 Percent Straight" (TEXT pp. 190-96)
2. Martin Rochlin, "The Heterosexual Questionnaire" (TEXT pp. 197-98)
3. Supplement 16: "Activist Insight: Homophobia and Heterosexism" (TEXT pp. 205-07)

**Lecture Seven: Wednesday October 18, 2017**  
**Masculinity Studies**

Read from the TEXT

1. "Understanding Masculinities: The Work of Raewyn Connell" (TEXT pp. 171-72)
2. Emily Kane, "'No Way My Boys Are Going To Be Like That!': Parents' Responses to Children's Gender Nonconformity" (TEXT pp. 173-180)

**Wednesday October 25, 2017**  
**Fall Break**

**\*No Lecture—No Tutorials\***

**Lecture Eight: Wednesday November 1, 2017**

**Sex and Sexualities**

**\*The “F Word” Due in Lecture\***

Read the TEXT and Online

1. Michael Messner, “Becoming 100 Percent Straight” (TEXT pp. 190-96)
2. Martin Rochlin, “The Heterosexual Questionnaire” (TEXT pp. 197-98)
3. Supplement 16: “Activist Insight: Homophobia and Heterosexism” (TEXT pp. 205-07)

**Lecture Nine: Wednesday November 8, 2017**

**The Media**

Read the TEXT and Online

1. “Fast Facts about Sexualization and Marketing to Girls” (TEXT pp. 325-36)
2. Sut Jhally, “Image-Based Culture: Advertising and Popular Culture” (TEXT pp. 337-335)
3. Carol Stabile, “‘Sweetheart, This Ain’t Gender Studies’: Sexism and Superheroes.” *Communication and Critical/Cultural Studies* 6(1) 2009: 86-92 (CuLearn)
4. Suren Ramasubbu, “Does Gender Matter on Social Media?”  
[http://www.huffingtonpost.com/suren-ramasubbu/does-gender-matter-on-soc\\_b\\_7591920.html](http://www.huffingtonpost.com/suren-ramasubbu/does-gender-matter-on-soc_b_7591920.html)

**Lecture Ten: Wednesday November 15, 2017**

**Body Projects**

Read the TEXT

1. Carla Rice, “Extracting Beauty: Exploring Women’s Body Projects and Problems in the 21<sup>st</sup> Century” (TEXT pp. 390-410)
2. Kathleen LeBesco, “Fat and Fabulous: Resisting Constructions of Female Body Ideals” (TEXT pp. 411-13)
3. Paula Pinto, “Women, Disability, and the Right to Health” (TEXT pp. 444-453)

**Lecture Eleven: Wednesday November 22, 2017**

**Science and Gender**

Read the TEXT and Online

1. Stephen Jay Gould. “Women’s Brains.” (TEXT 140-144)
2. Clive Irving, “The Castration of Alan Turing, Britain’s Code Breaking WWII Hero,”  
**Available on [thedailybeast.com](http://thedailybeast.com)**

**Lecture Twelve: Wednesday November 29, 2017**  
**Gender, Neoliberalism, and Globalization**

Read the TEXT

1. Supplement 33: Alison Jaggar. “What is Neoliberal Globalization?” (TEXT pp. 527-8)
2. Ch. 54: Shawn Meghan Burn. “Women and Globalization” (TEXT pp. 529-546)
3. Ch. 55: “Women Behind the Labels: Worker Testimonies from Central America” (TEXT pp. 551-558)

**Lecture Thirteen: Wednesday December 6, 2017**  
**Midterm Review**

**\*No Tutorials\***

-----**ENJOY THE WINTER BREAK!**-----

**Lecture Fourteen: Wednesday January 10, 2018**  
**Indigenous Women and Legacies of Colonization**

Read the TEXT

1. Supplement 17: Colonization and the Indian Act (TEXT 280-84)
2. Ch. 30: Bonita Lawrence. “Regulating Native Identity by Gender” (TEXT 285-93)
3. Supplement 18: Colonization and Residential Schools (TEXT 294-7)
4. Ch. 32: Chrystos. “I Am Not Your Princess” (TEXT 300-1)
5. Ch. 33: Shirley Bear. “You Can’t Change the Indian Act?” (TEXT 302-14)

**Lecture Fifteen: Wednesday January 17, 2018**  
**Slavery and the Legacies of Colonization**

1. Afua Cooper, *The Hanging of Angélique: the Untold Story of Canadian Slavery and the Burning of Old Montreal*, excerpts (CuLearn)
2. bell hooks, *Talking Back: Thinking Feminist, Thinking Black*, excerpts (CuLearn)

**Lecture Sixteen: Wednesday January 24, 2018**  
**Poverty and Gender**

Read the TEXT

1. Ch. 61: Ann Duffy and Nancy Mandell. “Poverty in Canada” (TEXT pp. 606-616)



2. Ch. 58: Barbara Ehrenreich. “Nickel and Dimed: On (Not) Getting by in America” (TEXT pp. 578-587)
3. Ch. 62: Margaret Little. “The Leaner, Meaner Welfare Machine” (TEXT pp. 617-629)
4. Supplement 36: Raising the Roof. “Hidden Homelessness” (TEXT pp. 630-31)
5. Supplement 37: “Rural Women and Poverty” (TEXT pp. 645)
6. Ch. 64: Qulliit Nunavut Status of Women Council. “The Little Voices of Nunavut: A Study of Women’s Homelessness North of 60” (TEXT pp. 646-652)

**Lecture Seventeen: Wednesday January 31, 2018**  
**Gendering Care**

Read the TEXT

1. “Understanding the ‘Social Determinants of Health’” (TEXT pp. 456-57)
2. Sisonke Msimang, “HIV/AIDS, Globalization, and the International Women’s Movement” (TEXT pp. 460-63)
3. Marilyn Waring, “Unpaid Workers: The Absence of Rights” (TEXT pp. 90-97)
4. Paula Caplan, “Don’t Blame Mother: Then and Now” (TEXT pp. 99-103)

**Lecture Eighteen: Wednesday February 7, 2018**  
**Reproductive Rights and Wrongs**

Read the TEXT

1. Judy Rebick, “The Women are Coming: The Abortion Caravan” (TEXT pp. 464-72)
2. Betsy Hartmann, “Sterilization and Abortion” (TEXT pp. 473-86)
3. Brian Savage, “Large Numbers of Natives Were Sterilized by Province” (TEXT pp. 487-88)
4. “A Primer on Reproductive Justice and Social Change” (TEXT pp. 489-93)  
 “Reproductive Rights Around the World” (TEXT pp. 494-96)

**Lecture Nineteen: Wednesday February 14, 2018**  
**Violence**

Read the TEXT and Online

1. Jane Doe, “The Ultimate Rape Victim” (TEXT pp. 497-502)
2. Marika Morris, “Factsheet: Violence Against Women and Girls” (TEXT pp. 503-514)
3. Dara Culhane, “Their Spirits Live Within Us: Aboriginal Women in Downtown Eastside Vancouver Emerging into Visibility” (TEXT pp. 515-522)
4. Activist Insight: “Men and Feminism: The White Ribbon Campaign” (TEXT pp. 188-89)
5. Jackson Katz, “10 Things Men can do to Prevent Gender Violence” (TEXT pp. 523-24)
6. “Feminist frosh week: Holding leadership accountable for rape culture” Available at:  
<http://rabble.ca/blogs/bloggers/campus-notes/2016/09/feminist-frosh-week-holding-leadership-accountable-rape-culture>

**Wednesday February 21, 2018**  
**Reading Week**

**\*No Lecture-No Tutorials\***

**Lecture Twenty: Wednesday February 28, 2018**  
**Gender and Migration**

Read the TEXT and Online

1. Lee, Jo-Anne. (2008) "Immigrant Women Workers in the Immigrant Settlement Sector" in Maria Wallis and Siu-ming Kwok (eds.) *Daily Struggles: The Deepening Racialization and Feminization of Poverty in Canada*. Toronto: Canadian Scholars' Press, 103-11. (CuLearn)
2. Explore the following website: <http://toronto.nooneisillegal.org/>

**Lecture Twenty-One: Wednesday March 7, 2018**  
**Queer Activism and Resistance**  
**\*Making Change Due in Lecture\***

Read Online

1. Danielle Peers and Lindsay Eales, "'Stand Up' for Exclusion?: Queer Pride, Ableism and Inequality" (CuLearn)
2. Elise Chenier, "Coming Out: Re-engaging the Radical" (CuLearn)
3. Rinaldo Walcott, "Black Queer and Black Trans-Imagine Imagination Imaginary Futures" (CuLearn)

**Lecture Twenty-Two: Wednesday March 14, 2018**  
**Men's Rights Movements**

Read Online

1. Molotkow, Alex, This Magazine, "Why Feminists Need to Take the 'Men's Rights' Movement Seriously" (**Online**)
2. Jane Gilmore "Why Don't Men's Rights Activists Fight for Men's Rights?"  
<http://www.dailytelegraph.com.au/rendezview/why-dont-mens-rights-activists-fight-for-mens-rights/news-story/dfd34b9885268e2e9e06f497a1546b98>

**Lecture Twenty-Three: Wednesday March 21, 2018**  
**Transnational Feminisms**

Read the TEXT

1. Ch. 47: Sisonke Msimang. HIV/AIDS, Globalization, and the International Women's Movement (TEXT pp. 460-463)
2. Supplement 41: The World Conferences on Women (TEXT pp. 688-69)
3. Ch. 68: Aili Mari Tripp. "The Evolution of Transnational Feminisms: Consensus, Conflict, and New Dynamics" (TEXT 691-702)

**Lecture Twenty-Four: Wednesday March 28, 2018**  
**The Future of Feminism**

Read the TEXT

1. Judy Rebick, "The Future of Feminism" (TEXT pp.678-684)
2. Activist Insight: Priscilla Settee, "Message of Hope for Young Aboriginal Women" (TEXT pp.676-77)
3. RebELLEs, "Manifesto of the Pan-Canadian Young Feminist Gathering" (TEXT pp.685-87)

**Lecture Twenty-Five: Wednesday April 4, 2018**  
**Exam Review**

**\*No Tutorials\***