

**Carleton University**  
**Fall 2018/Winter 2019**  
**Pauline Jewett Institute of Women's and Gender Studies**

**FYSM 1402: *(Un)Disciplining Women's and Gender Studies***

**Monday and Wednesday/ 08:35 am - 09:55 am**  
**Location: *Please confirm location on Carleton Central***

**Instructor: Maggie FitzGerald**  
**Email: [maggie.fitzgerald@carleton.ca](mailto:maggie.fitzgerald@carleton.ca)**  
**Office: C572 LA (Loeb Building)**  
**Phone: Please email**  
**Office Hours: Tuesday, 10:00 am – 12:00 pm, or by appointment**

### **Course Description**

The purpose of this course is to explore the ways in which the interdisciplinary field of Women's and Gender studies interacts, challenges, and is challenged by other disciplines. The first half of the course (Fall 2018) will explore how women's and gender studies has contributed to other disciplines in the arts, humanities, social sciences, and natural sciences. The second half of the course (Winter 2019) will then evaluate how other disciplines have, in turn, contributed to, expanded, and challenged women's and gender studies. In so doing, this course will cover many central concepts and debates in women's and gender studies.

To this end, the course will be structured around exploring the following questions: What is a discipline? What is interdisciplinarity? How is the discipline of women's and gender studies defined? How has/does women's and gender studies influence other areas of research? How do other fields influence women's and gender studies? What does it mean to produce knowledge across different disciplinary boundaries?

By focusing on intersections, divergences, and cross-disciplinary dialogue, this course poses an implicit challenge to disciplinary boundaries, and will encourage students to think critically about how knowledge production circulates across fields, topics, and institutional units, albeit in uneven ways.

### **Course Objectives**

1. review key concepts in women's and gender studies;
2. identify key debates in women's and gender studies, including debates surrounding gender; the relationship between research, knowledge production, and social inequalities; and approaches to addressing social injustices;
3. explore how intersectional frameworks influence research on a variety of topics;

4. appreciate how different disciplines have incorporated women's and gender studies' frameworks;
5. identify theoretical and methodological challenges which persist in the field of women's and gender studies;
6. reflect on how women's and gender studies will influence students as they continue on with their academic studies in a variety of fields and;
7. develop skills in critical thinking, research, and writing that are important and transferrable to future endeavours across academic disciplines and beyond.

### **Required Course Materials**

All course material will be available either through ARES, on reserve at MacOdrum Library, or posted on CULearn.

### **Course Evaluation**

#### **Fall 2018 Term:**

Class Participation	10%
Personal Reflection I (Sept. 26 <sup>th</sup> )	10%
'Everyday' WGST: Applied Project I (Oct. 31 <sup>st</sup> )	10%
'Gendering' Research: Analytical Paper (Dec. 5 <sup>th</sup> )	15%
Presentation of 'Gendering' Research (TBD)	5%

#### **Winter 2019 Term:**

Class Participation	10%
Personal Reflection II (Jan. 30 <sup>th</sup> )	10%
'Everyday' WGST: Applied Project II (March 6 <sup>th</sup> )	10%
(Un)Disciplining WGST: Final Paper (April 8 <sup>th</sup> )	20%
<b>Total</b>	<b>100%</b>

#### **1. Class participation:**

Students are expected ***to attend all classes***, read the assigned texts prior to class meetings, and participate actively and regularly in class discussions. Class participation will be evaluated based on the quality and quantity of contributions to class discussions, with ***particular emphasis on quality***. Quality contributions to class discussions should demonstrate that you can analytically and critically engage with the themes, ideas, issues, and (dis)connections between the readings. For instance, you can come prepared with questions that will help us better understand the author's argument. You can also discuss the ways in which authors may agree or disagree with each other. Later in the term, you can begin to consider connections between the material covered across different weeks, as well as think through how the readings might help us answer the questions structuring the course (see the course description).

I understand that speaking in class can be challenging for some students. It is important that

we, as a class, foster a learning space that is conducive to discussion. As such, it is expected that we will treat each other with respect – this is non-negotiable.

## **2. Personal Reflection I**

**Due Date: September 26<sup>th</sup>**

**Please submit a hard copy in class**

For this assignment, you will be asked to write a 3-4 page (double spaced) reflection discussing your aims and goals for the course, why you are interested in women's and gender studies, and how you see women's and gender studies 'fitting' with other areas of study. You do not need to cite any academic sources for this essay (although you are welcome to). The purpose of this assignment is to reflect honestly on your thoughts coming in to the class. This essay will also allow me to provide you with some early feedback on your work/writing. We will discuss this assignment in more detail during the first class of the Fall term (a handout with question prompts will be provided).

**Please note that this assignment – like all of the written assignments for this class – is a formal academic writing assignment; this means that no informal writing can be used (this means no swearing, no abbreviations, and you must use formal grammar and punctuation).**

## **3. 'Everyday' WGST: Applied Project I and II**

**Due Date: October 31<sup>st</sup> (for Project I) and March 6<sup>th</sup> (for Project II)**

**Please submit a hard copy in class**

Once per term, you will be required to complete a project in which you apply some of the theories and methodologies covered in the course to an everyday issue. Each term you will be provided with three options for this project. For instance, one option might be to attend an academic event on campus and write an analysis examining the ways in which insights from women's and gender studies, disability studies, trans studies, etc., are (or are not) incorporated. Other options include interviewing a professor or graduate student to learn more about how they incorporate women's and gender studies theories and methodologies in their own research; conducting a gendered analysis of a space, be it a classroom, shopping centre, or public park; or writing a critical film review.

A detailed handout will be provided each term with the options and grading rubric. This project is meant to provide you with an opportunity to creatively explore how women's and gender studies can help you critically engage with the world around you.

## **4. 'Gendering' Research: Analytical Paper**

**Due Date: December 5<sup>th</sup>**

**Please submit a hard copy in class**

For your first term final paper, you will be required to pick a topic covered on a syllabus of another course you are taking (that is, a course other than FYSM 1402) and provide a critical analysis of how women's and gender studies theories and/or methods would complicate,

explain, or help us understand the topic. Your paper should be 8-10 pages long (double spaced) and must include at least 5 academic sources (we will spend some time in class discussing what constitutes an 'academic source' as well as citation styles). These academic sources can be from the assigned readings, or sources from outside of the class.

Please note that on the week of October 15<sup>th</sup> we will schedule individual meetings with the instructor. You must bring a short paragraph describing your chosen topic for this assignment to your individual meeting. We will then discuss your topic to make sure it is suitable for this analytical paper.

### **5. Presentation of '*Gendering*' Research**

**Due Date: November 26<sup>th</sup>, 28<sup>th</sup>, December 3<sup>rd</sup> (presentation schedule TBD)**

Each student will present their analytical paper, *Gendering Research*, to the class. This will provide you with the opportunity to learn from one another and will also allow you to receive some preliminary feedback on your paper as you continue to work on it. Your presentation should be between 5-7 minutes. We will schedule presentations by September 26<sup>th</sup>. We will also spend some time discussing 'how to present' in class.

### **6. Personal Reflection II**

**Due Date: January 30<sup>th</sup>**

**Please submit a hard copy in class**

This assignment will be a continuation of Personal Reflection I and will ask you to revisit your initial thoughts and expectations about the course, and the field of women's and gender studies more generally. The reflection should be 3-4 pages (double spaced) and you need to cite at least two academic sources from the assigned readings (this includes academic sources from the first term assigned readings). We will discuss this assignment in more detail during the first class of the Winter term (a handout with question prompts will be provided).

### **7. (Un)Disciplining WGST: Final Paper**

**Due Date: April 8<sup>th</sup>**

**Please submit a hard copy in class**

The final project for the course will be a final paper where you will need to answer the questions: Is women's and gender studies a discipline? Do disciplines matter? How do disciplines influence knowledge production? A detailed guide for this final paper will be circulated at the beginning of the second half of the course (early January 2019). The paper should be about 10 pages (double spaced) in length, and should cite at least 5 academic sources. These academic sources can be from the assigned readings, or sources from outside of the class.

### **Class Organization:**

Generally, each topic is allocated two classes, usually a Monday and a Wednesday class.

The readings for each topic must be completed before the first class in which we will discuss the topic. For example, the week on WGST and Philosophy covers two classes, on September 10<sup>th</sup> and 12<sup>th</sup>. This means you must complete all readings before class on September 10<sup>th</sup>. The good news is that you will then have no additional reading to do before class on the 12<sup>th</sup>!

The instructor will start class with a brief lecture on the themes of the readings. We will then open the floor for questions about the readings. Participation is important, and coming to class prepared to discuss the readings will be crucial to your success in the course. Finally, each week we will also work through an applied exercise to help us think through the implications of the material covered. The applied exercise will take a variety of formats, and will include working in pairs, groups, as well as working together as a class.

**A note on the readings: While I have generally selected texts that I hope will prove both accessible and interesting, some of the readings are more challenging than others. Don't be discouraged if you find a text to be difficult! The point of our time in class will be to work through these ideas together. Accordingly, questions about the readings are always welcome and encouraged! In fact, coming to class with two questions about the readings written down is an excellent way to ensure class participation.**

You will notice that Week 7 of the Fall term is a bit different. On October 15<sup>th</sup>, we will discuss how to write essays, present papers, and review the basics of academic citation. This will help you prepare for your written assignments in this course (and others). The October 17<sup>th</sup> class will be cancelled. Instead, we will schedule individual meetings for some time during that week. This is meant to provide a way for us to check-in, and will give you an opportunity to raise any concerns you have regarding the course material, your progress within the course, or any other issues you may be having with the class.

### **Office Hours and Emails**

Office hours will be held on Tuesdays, 10am -12pm. I will also be available to meet after class. I try to answer emails within 24 hours, although this is not always possible. If you have a question about an assignment, it is therefore important that you email me at least 72 hours (and really, the earlier the better) before the assignment is due to ensure that I can respond in time.

### **Final Grades**

In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+= 90-100; A= 85-89; A-=80-84;  
B+=77-79; B=73-76; B-=70-72;  
C+=67-69; C=63-66; C-=60-62;  
D+=57-59; D=53-56; D-=50-52;  
F= Below 50

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://www.carleton.ca/cu0708uc/regulations/acadregsuniv.html>

General Academic Regulations of the University can be found here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity>

Please note: All final grades are subject to approval of the Dean.

### **Plagiarism**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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.

Read more about academic integrity here:

<https://carleton.ca/registrar/academic-integrity/>

### **Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

#### **Pregnancy Obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-](http://carleton.ca/equity/wp-)

[content/uploads/Student-Guide-to-Academic-Accommodation.pdf](#)

### **Religious Obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](#)

### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](#)

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](#)

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](#)

**COURSE AT A GLANCE: FALL 2018**

	<b>Topic</b>	<b>Dates</b>	<b>Special Notes</b>
1	What Do We Mean by '(Un)Disciplining' WGST?	Sept. 5 <sup>th</sup>	
2	WGST and Philosophy: What is Gender?	Sept. 10 <sup>th</sup> Sept. 12 <sup>th</sup>	
3	WGST and History: 'His' story versus 'Her' story	Sept. 17 <sup>th</sup> Sept. 19 <sup>th</sup>	
4	WGST and Economics: Care and Reproductive Work	Sept. 24 <sup>th</sup> <b>Sept. 26<sup>th</sup></b>	<b>Personal Reflection I Due</b>
5	WGST and Political Science: Beyond Boundaries	Oct. 1 <sup>st</sup> Oct. 3 <sup>rd</sup>	
6	WGST and Geography: (Non)Normative Time and Space	<b>Oct. 8<sup>th</sup></b> Oct. 10 <sup>th</sup>	<b>University closed</b>
7	Researching, Presenting, and Essay Writing: A Tutorial	Oct. 15 <sup>th</sup> <b>Oct. 17<sup>th</sup></b>	<b>Class cancelled/Individual Meetings</b>
8	<b>READING WEEK – NO CLASS</b> <b>Oct. 22<sup>nd</sup> – Oct. 26<sup>th</sup></b>		
9	WGST and Psychology: Different Voices	Oct. 29 <sup>th</sup> <b>Oct. 31<sup>st</sup></b>	<b>'Everyday' WGST: Applied Project I Due</b>
10	WGST and Sociology: Gendered Based Violence	Nov. 5 <sup>th</sup> Nov. 7 <sup>th</sup>	
11	WGST and Biology: The Myth of Objectivity	Nov. 12 <sup>th</sup> Nov. 14 <sup>th</sup>	
12	WGST and Law: Intersectionality	Nov. 19 <sup>th</sup> Nov. 21 <sup>st</sup>	
13	Presentations of ' <i>Gendering</i> ' Research	<b>Nov. 26<sup>th</sup></b> <b>Nov. 28<sup>th</sup></b>	<b>Presentations</b> <b>Presentations</b>
14	Presentations of ' <i>Gendering</i> ' Research Continued	<b>Dec. 3<sup>rd</sup></b> <b>Dec. 5<sup>th</sup></b>	<b>Presentations</b> <b>'Gendering' Research Paper Due</b>



**COURSE AT A GLANCE: WINTER 2018**

	<b>Topic</b>	<b>Dates</b>	<b>Special Notes</b>
1	WGST and Masculinity Studies: What About the Men!?	Jan. 7 <sup>th</sup> Jan. 9 <sup>th</sup>	
2	WGST and Literature Studies: Deconstructing Identity and Anti-Essentialism	Jan. 14 <sup>th</sup> Jan. 16 <sup>th</sup>	
3	WGST and Trans Studies: The Politics of Gender Embodiment and Expression	Jan. 21 <sup>st</sup> Jan. 23 <sup>rd</sup>	
4	WGST and Critical Race Studies: White Privilege	Jan. 28 <sup>th</sup> <b>Jan. 30<sup>th</sup></b>	<b>Personal Reflection II Due</b>
5	WGST and Indigenous Studies: Feminism as Colonial Practice?	Feb. 4 <sup>th</sup> Feb 6 <sup>th</sup>	
6	WGST and Religious Studies: The Politics of Veiling	Feb. 11 <sup>th</sup> Feb. 13 <sup>th</sup>	
7	<b>READING WEEK – NO CLASS</b> <b>Feb. 18<sup>th</sup> – Feb. 22<sup>nd</sup></b>		
8	WGST and Sexuality Studies: Constructing Pleasure and Agency	Feb. 25 <sup>th</sup> Feb. 27 <sup>th</sup>	
9	WGST and Disability Studies: Autonomy/Complicating Care	Mar. 4 <sup>th</sup> <b>Mar. 6<sup>th</sup></b>	<b>‘Everyday’ WGST: Applied Project II Due</b>
10	WGST and Fat Studies: Interrogating Beauty	Mar. 11 <sup>th</sup> Mar. 13 <sup>th</sup>	
11	WGST and Environmental Studies: Beyond Humanism	Mar. 18 <sup>th</sup> Mar. 20 <sup>th</sup>	
12	WGST and Science and Technology Studies: The Cyborg	Mar. 25 <sup>th</sup> <b>Mar. 27<sup>th</sup></b>	<b>Class cancelled</b>
13	WGST and Film Studies: Representation	Apr. 1 <sup>st</sup> Apr. 3 <sup>rd</sup>	
14	Course Reflections	<b>Apr. 8<sup>th</sup></b>	<b>(Un)Disciplining WGST: Final Paper Due</b>

*This course, like many other courses in Women's and Gender studies, will cover texts and content that might be emotionally difficult, or even distressing, for some students. While it can be challenging to work through this material, it is also a worthwhile process that helps us expand our understanding of the many perspectives that comprise our world. If you would like to discuss any of these topics outside of class – or if you would like help locating additional resources (that is, beyond those provided above) to help you work through these topics – please do not hesitate to contact me. I am, first and foremost, here to support you and your learning.*

### **FALL 2018 Weekly Topics and Readings**

#### **WEEK 1: What Do We Mean by '(Un)Disciplining' Women's and Gender Studies? September 5<sup>th</sup>**

In this first class we will discuss the course objectives and review the syllabus.

We will also explore the following questions:

What is an academic discipline? What is interdisciplinarity? How is women's and gender studies defined? Is women's and gender studies a discipline? Why do disciplines matter (if they matter at all!)?

#### *Readings:*

Margaret Hobbs and Carla Rice. 2013. "Introduction: Mapping the Terrain of Gender and Women's Studies in Canada." In *Gender and Women's Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women's Press. **Read pages xviii – xxii (sections 'What is Gender and Women's Studies?' and 'Current Trends in Gender and Women's Studies')**.

Allen F. Repko. 2008. *Interdisciplinary Research*. Los Angeles: Sage. **Skim chapter 1, particularly pages 11-12, section 'A Definition of Interdisciplinary Studies.'**

#### **WEEK 2: WGST and Philosophy: What is Gender?**

**September 10<sup>th</sup>**

**September 12<sup>th</sup>**

#### *Readings:*

"Sex=Gender?" In *Gender and Women's Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women's Press. **Pages 107-109.**

Anne Fausto-Sterling. 2013. "Dueling Dualisms." In *Gender and Women's Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women's Press. **Pages 125-134.**

\*\*We will also watch Judith Butler's short video explaining her theory of gender as performativity together in class. It can be found here, and is worth watching once before class (although not required): <https://www.youtube.com/watch?v=Bo7o2LYATDc>

**Applied Exercise:** Drag: Performance or Performativity?

**WEEK 3: WGST and History: ‘His’story versus ‘Her’story**

**September 17<sup>th</sup>**

**September 19<sup>th</sup>**

*Readings:*

Joan Wallace Scott. 1999. “Women’s History.” In *Gender and the Politics of History*, revised edition. New York: Columbia University Press. **Pages 15-27.**

Cynthia Enloe. 1989. “Where are the Women? Clues from the Iran/Contra Affair.” In *Bananas, Beaches and Bases*. Berkeley: University of California Press. **Pages 7-11.**

Maya Wei-Haas. 2016. “The True Story of “Hidden Figures,” the Forgotten Women Who Helped Win the Space Race.” *The Smithsonian*  
<https://www.smithsonianmag.com/history/forgotten-black-women-mathematicians-who-helped-win-wars-and-send-astronauts-space-180960393/> (accessed July 3, 2018). **Also posted on CULearn.**

**Applied Exercise:** Re-writing History (we will read these two poems in class):

Pauline E. Johnson. 2013. “The Cattle Thief.” In *Gender and Women’s Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women’s Press. **Pages 298-299.**

Nayyirah Waheed. 2013. “There is no Such Thing as a White African.” *Salt*. **Page 53.**

**WEEK 4: WGST and Economics: Care and Reproductive Work**

**September 24<sup>th</sup>**

**September 26<sup>th</sup>**

*Readings:*

Lourdes Beneria. 2014. “Paid and Unpaid Labor: Meanings and Debates.” In *Just Methods: An Interdisciplinary Feminist Reader*, ed. A. M. Jaggar. London: Paradigm Publishers. **Pages 80-84; 92-97.**

Rhacel Salazar Parrenas. 2001. “Vicky Diaz.” In *Servants of Globalization*. Stanford: Stanford University Press. **Pages 86-88.**

Supplement 44 in *Gender and Women’s Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women’s Press. **Page 717.**

**Applied Exercise:** We will watch and discuss the documentary *Who's Counting? Marilyn Waring on Sex, Lies and Global Economics* in class on September 26<sup>th</sup>.

## **WEEK 5: WGST and Political Science: Beyond Boundaries**

**October 1<sup>st</sup>**

**October 3<sup>rd</sup>**

### *Readings:*

Joan Tronto. 1993. *Moral Boundaries*. New York: Routledge. **Pages 1-11.**

Brian Savage. 2013. "Large Numbers of Natives were Sterilized by Province." In *Gender and Women's Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women's Press. **Pages 487-488.**

Reproductive Justice New Brunswick. 2015. "What is Going on with Abortion in New Brunswick?" Fredericton: RJNB. <http://www.actioncanadashr.org/wp-content/uploads/2015/11/RJNBZine.pdf> (accessed July 2, 2018). **Also posted on CULearn.**

**Applied Exercise:** Reproductive Justice: Disrupting the Myth of the Public/Private Divide

## **WEEK 6: WGST and Geography: (Non)Normative Time and Space**

**October 8<sup>th</sup> – UNIVERSITY CLOSED**

**October 10<sup>th</sup>**

### *Readings:*

Linda Tuhiwai Smith. 2012. *Decolonizing Methodologies*. 2<sup>nd</sup> ed. London: Zed Books. **Pages 52-59; starting at section 'Conceptions of Space.'**

Joan Tronto. 2003. "Time's Place." *Feminist Theory* 4(2): 119-138. **Pages 119-125.**

\*\*We will watch a video examining disability and social space in class; the video can be found here: <https://www.youtube.com/watch?v=k0HZaPkF6qE>

**Applied Exercise:** Venus Envy: Normative or Not?

## **WEEK 7: RESEARCHING, PRESENTING, AND ESSAY WRITING: A TUTORIAL**

**October 15<sup>th</sup>**

**October 17<sup>th</sup> – CLASS CANCELLED; Individual meetings with instructor to be scheduled**

-----**WEEK 8: READING WEEK – NO CLASS** -----  
**October 22<sup>nd</sup> to October 26<sup>th</sup>**

**WEEK 9: WGST and Psychology: Different Voices**  
**October 29<sup>th</sup>**  
**October 31<sup>st</sup>**

*Readings:*

Carol Giligan. 1980. *In a Different Voice*. Cambridge: Harvard University Press. **Chapter 1 ‘Women’s Place in Man’s Life Cycle’.**

**Applied Exercise:** Debating the Heinz Dilemma

**WEEK 10: WGST and Sociology: Gendered Based Violence**  
**November 5<sup>th</sup>**  
**November 7<sup>th</sup>**

*Readings:*

R. Amy Elman. 2013. “Gender Violence.” In *The Oxford Handbook of Gender Politics*, ed. G. Waylen, K. Celis, J. Kantola, and S. L. Weldon, 236-258. Oxford: Oxford University Press. **Pages 236-242 (to the end of the section ‘Bringing the State(s) In’).**

Jane Doe. 2013. “The Ultimate Rape Victim.” In *Gender and Women’s Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women’s Press. **Pages 497-502.**

Dara Culhane. 2013. “Their Spirits Live Within Us: Aboriginal Women in Downtown Eastside Vancouver Emerging into Visibility.” In *Gender and Women’s Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women’s Press. **Pages 515-522.**

Jackson Katz. 2013. “Ten Things Men Can Do to Prevent Gender Violence.” In *Gender and Women’s Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women’s Press. **Pages 523-524.**

**Applied Exercise:** #metoo and other ways to combat GBV

**WEEK 11: WGST and Biology: The Myth of Objectivity**  
**November 12<sup>th</sup>**  
**November 14<sup>th</sup>**

*Readings:*

Donna Haraway. 2007. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." In *Just Methods: An Interdisciplinary Feminist Reader*, ed. A. M. Jagger. London: Paradigm Publishers. **Pages 346-351.**

Emily Martin. 2013. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." In *Gender and Women's Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women's Press. **Pages 118-122.**

**Applied Exercise:** Metaphors in Science and the (Im)Possibility of Truth

## **WEEK 12: WGST and Law: Intersectionality**

**November 19<sup>th</sup>**

**November 21<sup>st</sup>**

### *Readings:*

Kimberle Crenshaw. 1989. "Demarginalizing the Intersection of Race and Sex." *The University of Chicago Legal Forum* 1989: Article 8, 139-168. **Pages 139-143.**

Eli Clare. 2013. "Freaks and Queers." In *Gender and Women's Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women's Press. **Pages 145-159.**

Supplement 3 in *Gender and Women's Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women's Press. **Page 44.**

**Applied Exercise:** Designing an Intersectional Research Project

## **WEEK 13: Presentations of 'Gendering' Research**

**November 26<sup>th</sup>**

**November 28<sup>th</sup>**

## **WEEK 14: Presentations of 'Gendering Research' Continued**

**December 3<sup>rd</sup>**

**December 5<sup>th</sup>**

The last class will conclude with revisiting the questions that started the course: What is an academic discipline? What is interdisciplinarity? What is women's and gender studies? Is women's and gender studies a discipline? What does it mean to produce knowledge?

- *End of first half of course.*

## WINTER 2019 Weekly Topics and Readings

### **WEEK 1: WGST and Masculinity Studies: What About the Men!?**

**January 7<sup>th</sup>**

**January 9<sup>th</sup>**

We will also use our first class back to check-in, debrief, and review the syllabus and assignments for the second half of the course.

#### *Readings:*

Supplement 12 in *Gender and Women's Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women's Press. **Pages 171-172.**

Emily W. Kane. 2013. "No Way My Boys Are Going to Be Like That!' Parents' Responses to Children's Gender Nonconformity." In *Gender and Women's Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women's Press. **Pages 173-180.**

Alex Molotkow. 2009. "Why Feminists Need to Take the 'Men's Rights' Movement Seriously." *This Magazine*, August 11<sup>th</sup>. <https://this.org/2009/08/11/feminism-men-rights/> (accessed July 2, 2018). **Also posted on CULearn.**

Mara Jacqueline Willaford. 2016. "Lena Dunham is a F\*ckboy." *The Cauldron*, September 5. <https://the-cauldron.com/lena-dunham-is-a-fuckboy-1c7cd247e45e> (accessed July 3, 2018). **Also posted on CULearn.**

**Applied Exercise:** Lena Dunham and Odell Beckham Jr.

### **WEEK 2: WGST and Literature Studies: Deconstructing Identity and Anti-Essentialism**

**January 14<sup>th</sup>**

**January 16<sup>th</sup>**

#### *Readings:*

Chandra Talpade Mohanty. 2003. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Durham: Duke University Press. **Pages 17-42.**

Zadie Smith. 2017. "Crazy They Call Me." *The New Yorker*, March 6<sup>th</sup>. **Posted on CULearn.**

**Applied Exercise:** Deconstructing Billie Holiday

### **WEEK 3: WGST and Trans Studies: The Politics of Gender Embodiment and Expression**

**January 21<sup>st</sup>**

**January 23<sup>rd</sup>**

*Readings:*

Susan Stryker. 2006. "(De)Subjugated Knowledges: An Introduction to Transgender Studies." In *The Transgender Studies Reader*, ed. S. Stryker and S. Whittle, 1-18. New York: Routledge. **Pages 1-4.**

Riki Wilchins. 2013. "Transgender Rights." in *Gender and Women's Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women's Press. **Pages 183-187.**

AJ Ripley. 2017. "What It's Like to Transition in a Small Town." *Vice*, January 10. [https://www.vice.com/en\\_ca/article/aevxmk/what-its-like-to-transition-in-a-small-town](https://www.vice.com/en_ca/article/aevxmk/what-its-like-to-transition-in-a-small-town) (accessed July 2, 2018). **Also posted on CULearn.**

\*\*We will watch Ivan Coyote's Ted Talk in class; it can be found here:

[https://www.ted.com/talks/ivan\\_coyote\\_why\\_we\\_need\\_gender\\_neutral\\_bathrooms?referrer=play\\_list-top\\_ted\\_talks\\_of\\_2016](https://www.ted.com/talks/ivan_coyote_why_we_need_gender_neutral_bathrooms?referrer=play_list-top_ted_talks_of_2016)

**Applied Exercise:** Interrogating Exclusionary Feminism

**WEEK 4: WGST and Critical Race Studies: White Privilege**

**January 28<sup>th</sup>**

**January 30<sup>th</sup>**

*Readings:*

Supplement 4 in *Gender and Women's Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women's Press. **Pages 45-47.**

Richard Delgado and Jean Stefancic. 2001. *Critical Race Theory: An Introduction*. New York: New York University Press. **Pages 1-11.**

Peggy McIntosh. "White Privilege: Unpacking the Invisible Knapsack." [http://www.winnipeg.ca/clerks/boards/citizenequity/pdfs/white\\_privilege.pdf](http://www.winnipeg.ca/clerks/boards/citizenequity/pdfs/white_privilege.pdf) (accessed July 6, 2018). **Also posted on CULearn.**

**Applied Exercise:** We need a Bigger Bag! White Privilege and Beyond

**WEEK 5: WGST and Indigenous Studies: Feminism as Colonial Practice?**

**February 4<sup>th</sup>**

**February 6<sup>th</sup>**

*Readings:*



Verna St. Denis. 2013. "Feminism is for Everybody: Aboriginal Women, Feminism, and Diversity." In *Gender and Women's Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women's Press. **Pages 16-28.**

Bonita Lawrence. 2013. "Regulating Native Identity by Gender." In *Gender and Women's Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women's Press. **Pages 285-293.**

\*\*We will listen to/watch the art work "How to Steal a Canoe" by Leanne Betasamosake Simpson in class: <https://www.youtube.com/watch?v=dp5oGZ1r60g>)

**Applied Exercise:** Academia as Colonial Practice: A Cross Disciplinary Critique

## **WEEK 6: WGST and Religious Studies: Group versus Individual Rights**

**February 11<sup>th</sup>**

**February 13<sup>th</sup>**

### *Readings:*

Susan Moller Okin. 1999. "Is Multiculturalism Bad for Women?" In *Is Multiculturalism Bad for Women?*, ed. J. Cohen, M. Howard, and M.C. Nussbaum, 9-24. Princeton: Princeton University Press. **Pages 9-24.**

Azizah Y. Al-Hibri. 1999. "Is Western Patriarchal Feminism Good for Third World/Minority Women?" In *Is Multiculturalism Bad for Women?*, ed. J. Cohen, M. Howard, and M.C. Nussbaum, 41-46. Princeton: Princeton University Press. **Pages 41-44 (stop after first paragraph on 44).**

Aili Mari Tripp. 2013. "The Evolution of Transnational Feminisms: Consensus, Conflict, and New Dynamics." In *Gender and Women's Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women's Press. **Pages 691-702.**

**Applied Exercise:** Reframing the Issue: Lessons from Transnational Feminisms

-----**WEEK 7: READING WEEK – NO CLASS** -----

**February 18<sup>th</sup> to February 22<sup>nd</sup>**

## **WEEK 8: WGST and Sexuality Studies: Constructing Pleasure and Agency**

**February 25<sup>th</sup>**

**February 27<sup>th</sup>**

*Readings:*

University Library. 2018. "Queer Theory: A Rough Introduction." Urbana-Champaign: University of Illinois. <http://guides.library.illinois.edu/queertheory/background> (accessed July 3, 2018). **Also posted on CULearn.**

Gail Dines. 2015. "Don't Let Fifty Shades of Grey Ruin Your Valentine's Weekend." *Verily*, February 11<sup>th</sup>. <https://verilymag.com/2015/02/christian-grey-fifty-shades-of-grey-movie-domestic-violence> (accessed July 2, 2018). **Also posted on CULearn.**

Laura Kipnis. 2015. "Sexual Paranoia Strikes Academe." *The Chronicle of Higher Education*, February 27<sup>th</sup>. <http://laurakipnis.com/wp-content/uploads/2010/08/Sexual-Paranoia-Strikes-Academe.pdf> (accessed July 2, 2018). **Also posted on CULearn.**

**Applied Exercise:** Debating the Sex Wars

**WEEK 9: WGST and Disability Studies: Autonomy/Complicating Care**

**March 4<sup>th</sup>**

**March 6<sup>th</sup>**

*Readings:*

Rosemarie Garland-Thomson. 2002. "Integrating Disability, Transforming Feminist Theory." *NWSA Journal* 14(3): 1-32. **Pages 1-5 (stop before section 'The Ability/Disability System').**

Christine Kelly. 2016. *Disability Politics and Care: The Challenge of Direct Funding*. Vancouver: UBC Press. **Pages 92-100; then pages 65-75.**

**Applied Exercise:** Integration and/or Transformation?

**WEEK 10: WGST and Fat Studies: Interrogating Beauty**

**March 11<sup>th</sup>**

**March 13<sup>th</sup>**

*Readings:*

Carla Rice. 2013. "Extracting Beauty: Exploring Women's Body Projects and Problems in the 21<sup>st</sup> Century." In *Gender and Women's Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women's Press. Pages 390-410.

Kathleen LeBesco. 2013. "Fat and Fabulous: Resisting Constructions of Female Body Ideals." In *Gender and Women's Studies in Canada: Critical Terrain*, ed. M. Hobbs and C. Rice. Toronto: Women's Press. Pages 411-413.

**Applied Exercise:** Instagram Empowerment?

**WEEK 11: WGST and Environmental Studies: Beyond Humanism**

**March 18<sup>th</sup>**

**March 20<sup>th</sup>**

*Reading:*

Stacy Alaimo and Susan Hekman. 2008. "Introduction: Emerging Models of Materiality in Feminist Theory." In *Material Feminisms*, ed. S. Alaimo and S. Hekman, 1-19. Bloomington: Indianan University Press. **Pages 1-10.**

Stacy Alaimo. 2008. "Transcorporeal Feminism and the Ethical Space of Nature." In *Material Feminisms*, ed. S. Alaimo and S. Hekman, 237-264. Bloomington: Indianan University Press. **Pages 244-250 (the section 'Agency Without Subjects').**

**Applied Exercise:** George the Cat: Discussing Animal Rights

**WEEK 12: WGST and Science and Technology Studies: The Cyborg**

**March 25<sup>th</sup>**

**March 27<sup>th</sup> – CLASS CANCELLED**

*Reading:*

Donna Haraway. 1991. "A Cyborg Manifesto: Science, Technology, and Socialist- Feminism in the Late Twentieth Century." In *Simians, Cyborgs and Women: The Reinvention of Nature*. New York: Routledge. **Pages 149-161; and 174-181.**

**Applied Exercise:** Being/Becoming Cyborg

**WEEK 13: WGST and Film Studies: Representation**

**April 1<sup>st</sup>**

**April 3<sup>rd</sup>**

*Readings:*

We will draw upon all the theory we have covered in the course so far to explore different representations of gender, sexuality, dis/ability, and race through a critical watching of scenes from the film *Logan*.

**Applied Exercise:** Film Critics for a Day: *Logan*

**WEEK 14: COURSE REFLECTIONS**  
**April 8<sup>th</sup>**