

**Carleton University
Fall/Winter 2019–2020
Pauline Jewett Institute of Women’s and Gender Studies**

FYSM 1402 : *Issues in Women’s Studies*

**Tuesday and Thursday 11:30–1pm
Location: *Please confirm location on Carleton Central***

**Instructor: Dr. Manjeet Birk
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Office: Dunton Tower, Room 1410
Office Hours: Tuesdays 10–11am or by appointment**

- *This outline is preliminary and subject to change*

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation.

Have you ever wondered what makes someone a feminist? Or what makes them a bad feminist? Beyoncé, Ruth Bader Ginsburg (RBG), Justin Trudeau- This course will discuss self proclaimed feminists and society proclaimed feminists alike. Come discuss pop culture and everyday references to feminism in an open and welcoming learning environment. Using interdisciplinary approaches this introductory course will tackle complex social justice, societal and academic questions in women and gender studies. This class will serve as an introduction to concepts of feminism, social justice and inclusion through theory and practical examples. Topics in this course will include issues in sexuality studies (ie. How can queer, trans and gender non binary identities be complicated?), critical disability studies (ie. How are spaces disabling diverse bodies?) and intersectionality (ie. What does it mean when “woman” has multiple identities?) all while understanding the systemic barriers that operate within the lives of women and gender non conforming people. This will be an interactive seminar course exploring exciting topics. Classes will be sure to make you smile and keep you thinking even after you leave.

There are no prerequisites for this course. Assignments are designed to develop student research and writing skills in a cooperative environment.

Learning Objectives

Within this course, at a minimum students will be able to:

1. Challenge dominant assumptions about social inequality in gender relations and feminisms.
2. Enhance critical thinking skills and apply theoretical foundations to current day events and situations.
3. Reflect on ones own social location, especially in relation to unceded Indigenous territories.
4. Develop public speaking and reasoning skills through in class presentations and discussions.
5. Developing an understanding of how power relations operate in Canadian society.

Course Evaluation:

Attendance and Participation	20%
This is what a feminist looks like Poster and presentation	15%
Feminist Introductions Paper	15%
Group Project and Presentation	20%
Individual Reflection	5%

Policies for Written Assignments

- Written assignments should be handed in via CU Learn or in class. If this poses an access issue please see the instructor.
- All assignments should be in 12 point of a plain style font (ie. Times New Roman, Helvetica) and use a recognizable citation style.
- Please include page numbers and your name/student number on each page.
- All assignments should be submitted by 9pm on their due date. After 9pm an assignment will be considered late.
- Unless prior arrangements have been made, **late assignments will be subject to a late 3% per day penalty**. For example, if your paper is submitted two days after the due date there will be an automatic penalty of 6%. Students are encouraged to access the support of Academic Accommodations should they anticipate not meeting a deadline.

Attendance and Participation- 20%

Regular attendance is a mandatory part of this course. Students will be expected to attend class prepared and ready for engaged and critical reflection. Class attendance will be taken. Participation in class will include active listening, engagement and a respectful dialogue that is supportive to meet all students where they are in their learning. All students, especially those who do not feel comfortable speaking up in class are advised to participate online by posting relevant issues, commenting on others posts/projects and engaging/encouraging respectful dialogue.

This is what a feminist looks like poster and presentation 15% (Due Oct 29 and Oct 31st)

Building off the popularity of “This is what a feminist looks like” t-shirts, this poster presentation will look to break and expand notions of “feminists.” In this poster presentation you are asked to profile a feminist. What makes them a feminist? Do they identify as feminist? And what are they doing to break down stereotypes and myths of feminism? More information on creating a poster and poster presentation will be discussed in class. But also take a look at <https://www.animateyour.science/post/how-to-design-an-award-winning-conference-poster> for some of the dos and don'ts of poster presentations.

Feminist Introductions Paper- 15% (Due December 6th)

This positionality paper asks that students introduce themselves. Using a feminist analysis students are asked to consider who they are, where they come from and what it means to be doing feminisms from their perspective. What assumptions do you bring to the class? What mistakes have you made? How are you hoping to contribute to a culture of interrogation, honesty and integrity in the classroom? Students are asked to use a minimum of four sources (at least two from the course readings) throughout the paper. Using the theories that have been discussed in class thus far, how have they helped you understand your identity as a feminist (or not.) This is about getting personal (as you feel comfortable) because the personal is political. **This assignment requires you to acknowledge the Indigenous territories you were raised on/ have lived on.** Papers should not be longer than 6 pages. More details on writing and researching a paper will be discussed in class.

Feminist Issues Group Project and Presentation- 20% (Due Feb 25-March 3rd)

Topics to be approved by January 17th. Groups will be created by instructor. As a group you are to determine a project topic. The topic area should be a social issue relevant and interesting to group members. For example student debt, forced marriage, climate change etc and provide a feminist analysis of the chosen subject. Using theories discussed in the course provide a synopsis of the chosen topic-what is it? How is it impacting people? What are the larger implications of this issue? And what is a feminist

analysis of the topic? For example what might bell hooks say on this issue? Why should we care about it? And what can we do about it? It is important that you work as a group to create a cohesive presentation that seeks to inform the audience about the implications of the topic area. You are encouraged to use multi media components to this presentation to make it interesting and engaging. More information will be provided in class.

Individual reflection- 5% (Due one week after your presentation)

This short (**max 600 words**) written reflection, is an opportunity to consider some of the challenges in doing group work. This is not intended to be a place to tell me who did what, but rather a space to consider the practice of doing feminist group work in diverse environments. Please submit this written assignment through CU Learn or in class.

Final exam- 20% (To be determined)

The final exam will cover all assigned readings, films and in class discussions. More details will be provided in class. The final exam will be scheduled through centralized exam services during exam session at the end of term. **Please make sure you take the exam schedule into consideration before you make any travel plans.**

Carleton Grading Policy

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

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: write to me 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 see the [Student Guide](#)

Religious obligation: write to me 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 see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: 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 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, and 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 me to ensure accommodation arrangements are made. Please consult the PMC website: <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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/>

Helpful Resources

The Centre for Student Academic Support (CSAS) offers peer-led learning assistance designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS services include:

- Writing services: drop-in appointments for students to receive feedback about their written work at any point in the writing process. Students need to bring their written assignment in hardcopy and the assignment instructions.
- Peer assisted study sessions (PASS): weekly workshops, drop-in office hours and mock midterms/ exams to help students learn course content and transferable study skills. (tutors do not edit papers; only one appointment per student per day).
- Subject coaching (PASC): drop-in subject coaching for 1000 and 2000-level courses in select subjects to help clarify introductory course content and provide study strategies
- Study skills development: Individual appointments and workshop topics include: Academic Reading, Balancing Work & School, Critical Thinking, Effective Presentations, Time Management, Memory & Concentration, Working in Groups, and more. No registration required, drop-in in person or accessible 24/7 through cuLearn, links and info here <https://carleton.ca/csas/online-support/online-workshop-series/>
- English conversation sessions: a safe place for students to practice conversational English while gaining a better understanding of the skills needed to be a successful student.

Health and Counselling Support Services

The topics in this class by nature can be sensitive and challenging. Carleton offers a variety of support services. Please go to <https://carleton.ca/health/> for more information.

Emails

I am normally very regular about checking and returning my emails. As a general rule I respond to emails Monday to Friday 9am-6pm.

Lectures

Attendance is mandatory. I understand that sometimes life gets in the way. It is student responsibility to make up missed classes. I do not post my lectures anywhere. Please do not email the instructor asking: "I couldn't make it to class. Did I miss something?" The answer is YES. If you are unable to attend a class please contact a classmate to go over what you missed and access notes and videos from class. It is best to make these arrangements as soon as possible.

Respectful Course Environments

The course material will be controversial and at times difficult. Students are expected to remain responsible, support one another and maintain a professionalism during these difficult themes. The instructor and all students are expected to be treated with kindness and respect at all times.

CONTENT WARNING- Gender studies in general and this course more specifically can and will be challenging and often deals with potentially difficult material. The instructor is always available to discuss personal challenges students may have with course material. Some weeks will be more difficult than others and the instructor will do their best to manage difficulties that arise over the course of the term. Students are encouraged to seek out support services in advance if they expect this material will require special attention.

Required Course Materials:

Most readings are available online through the ARES library system. Four required books over the course of the year will be available at independent book retailer Octopus Books located at 116 Third Avenue. Students may also choose to access these readily available books at the university and public libraries, mainstream retailers (ie. Chapters), online retailers or with digital copies. Some Kindle editions are less than \$5.

hooks, b. (2000). *Feminism is for everybody: Passionate politics*. Cambridge, MA: South End Press.

Kaur, R. (2015). *Milk and honey*. Kansas City, Missouri: Andrews McMeel Publishing.

Thomas, A. (2017). *The hate u give*. London, England: Walker Books.

Wilson, G. et al. (2014). *Ms. Marvel Vol. 1: No Normal*. Burbank, CA: Marvel.

Suggested Reading:

Rivera, G. (2017). *America Chavez: The Life and Times of America*. Burbank, CA: Marvel.

Course Outline

Sept 05- **Introduction and Expectations**

Sept 10- **Feminist Issues, Important Terms and Concepts**

Sept 12- **What is Feminism?**

hooks. p.vii-24

Sept 17- **Bad (Ass) Feminists**

Gay, R. (2012). Bad feminist. *Virginia Quarterly Review: A National Journal of Literature and Discussion*, 88(4), 88–95.

Sept 19- **Class off in lieu of performance**

Sept 11–21, 2019- The Unnatural and Accidental Women- Show at the NAC

Student tickets- 50% off

Last minute rush tickets- \$15

Indigenous community tickets- \$15

Sept 24- **Review and Discussion of Play**

Maracle, L. (2013). Blind justice. *Decolonization : Indigeneity*, 2(1)

Sept 26- **Intersectional Feminisms**

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.

Crenshaw, K. (September 24, 2015). Why Intersectionality Can't Wait. Retrieved from: https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/?utm_term=.e5d90b16dba0

Oct 01- **Intersectional Feminisms**

Lorde, A., Byrd, R. P., Cole, J. B., & Guy-Sheftall, B. (2009). There is No Hierarchy of Oppression. I am your sister: Collected and unpublished writings of Audre Lorde. Oxford;New York;: Oxford University Press. p.219–220

Oct 03- **Race and Gender**

hooks p. 37–47 and 55–60

Oct 08- **Privilege**

McIntosh, P. (2003). White privilege: Unpacking the invisible knapsack. In S. Plous (Ed.), *Understanding prejudice and discrimination* (pp. 191–196). New York, NY, US: McGraw-Hill.

Yang, J. (May 7, 2018) *White privilege and an exploration of uncomfortable truths*. Retrieved from: <https://www.thestar.com/news/gta/2018/05/07/white-privilege-and-an-exploration-of-uncomfortable-truths.html>

Oct 10- **Privilege**

Lorde, A. (1984). The Master's Tools Will Never Dismantle the Master's House. *Sister outsider: Essays and speeches*. Trumansburg, NY: Crossing Press. p. 110–114.

Oct 15- **Feminist Politics**

Vikander, T. (2019). *How Justin Trudeau says he's fallen short as a feminist*. Toronto Star online.

Kingston, A. (2016) *Is Justin Trudeau a fake feminist?* Maclean's Magazine online.

Oct 17- **Feminist Elections & Writing a University research paper/library research**

Election and voting discussion

Research election information for an informed class discussion.

Fall Break Week Oct 21–25

Oct 29- **This is What a Feminist Looks Like Poster Presentations**

Oct 31- **This is What a Feminist Looks Like Poster Presentations**

Nov 05- **Dis/Ability and Access**

Mingus, M. (May 11, 2015). *Access Intimacy: The Missing Link*. Retrieved from <https://leavingevidence.wordpress.com/2011/05/05/access-intimacy-the-missing-link/>

Nov 07- **Dis/Ability and Access**

Piepzna- Samarasinha, L. L. (March 9, 2012). *Fragrance Free Femme of Colour Realness Draft 1.5*. Retrieved from <http://www.brownstargirl.org/blog/fragrance-free-femme-of-colour-realness-draft-15>

Nov 12- **Gender non conforming feminists**

Heder, Sian. (Writer). & Foster, Jodie. (Director). (July 11, 2013). Lesbian Request Denied. [Season 1, Episode 3]. In Neri Kyle Tannenbaum (Producer), *Orange is the New Black*. Los Gatos, CA: Netflix.

Nov 14- **Gender non conforming feminists**

Alok Vaid Menon and Vivek Sharaya Video Part Time Woman https://www.vice.com/en_ca/article/3kvk7i/vivek-shraya-is-unapologetically-herself-in-part-time-woman

Nov 19- **Novel**

Thomas, A. (2017). *The hate u give*. London, England: Walker Books.

Nov 21- **Novel**

Thomas, A. (2017). *The hate u give*. London, England: Walker Books.

Nov 26- **Novel**

Thomas, A. (2017). *The hate u give*. London, England: Walker Books.

Nov 28- **Novel**

Thomas, A. (2017). *The hate u give*. London, England: Walker Books.

In Class Movie- *The hate u give*

Dec 03- **Movie vs Book**

Dec 05- **Feminist Introductions Assignment Due and Review**

Happy Holidays!

Jan 07- **Men's Rights**

Molotkow, Alex, *This Magazine*, "Why Feminists Need to Take the 'Men's Rights' Movement Seriously" (Online)
<https://this.org/2009/08/11/feminism-men-rights/>

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-mensrights/news-story/dfd34b9885268e2e9e06f497a1546b98>

Jan 09-**Violence**
hooks 61–67 (Ending Violence)

Jan 14- **Stolen Sisters**
Amnesty International Report Stolen Sisters
<https://www.amnesty.ca/sites/amnesty/files/amr200032004enstolensisters.pdf>

Jan 16- **Stolen Sisters (Group Topics Need to be Approved)**
MMIGW Report Introduction p.49–89
https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf

Jan 21- **Rape Culture**
Our Turn National Report
https://ssmu.ca/wp-content/uploads/2017/10/our_turn_action_plan_final_english_web.pdf?x26516

Jan 23- **Rape Culture**
Watch in Class
Dick, K. (Writer & Director). Amy Ziering (Producer), *Hunting Ground*. Los Gatos, CA.

Jan 28- **Feminists and Women’s Studies**
Yee, J. (2011). Introduction. *Feminism for real: Deconstructing the academic industrial complex of feminism*. Ottawa, ON: Canadian Centre for Policy Alternatives. p. 11- 19

Jan 30- **Feminists and Women’s Studies**
Lee, M. (2011). Maybe I’m not Class-Mobile; Maybe I’m Class-Queer: Poor kids in college and survival under hierarchy. in Jessica Yee (ed) *Feminism for real: Deconstructing the academic industrial complex of feminism*. Ottawa, ON: Canadian Centre for Policy Alternatives. p.85–92.

Feb 04-No class- Prep Time for Group Presentations

Feb 06-**Reproductive Rights**
hooks, p.25–30

Feb 11-**Poetry**
Lorde, A. (1984). Poetry is not a luxury. *Sister outsider: Essays and speeches*. Trumansburg, NY: Crossing Press.

Feb 13- **Poetry**
Kaur, R. (2015). *Milk and honey*. Kansas City, Missouri: Andrews McMeel Publishing.

Winter Break Week 17–21

Feb 25- **Group Presentations**

Feb 27- **Group Presentations**

Mar 03- **Group Presentations**

Mar 05- **Feminist Relationships**

hooks, 78–104

Mar 10- **Feminist Sex**

hooks, 85–99

Gallant, C. (2017). Why I started the feminist porn awards 10 years ago. https://www.huffpost.com/entry/why-i-started-the-feminist-porn-awards-ten-years-ago_b_587559afe4b0f8a725448343?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xlLnNvbS8&guce_referrer_sig=AQAAAFxzbNWvBTGIWGesDVH6Bs_V54Q2EPFvHWDPdV1m8liLSNDwqh5evOc2PFIx94OdrNP81aMM7MSIKcl_keXhuuzopbzluw8Q5GPVx0oSO9NFg1DBN8AzAVADuyalNi9ESk_0Dphy6Xq95obHEXiqrXaR7_BAFQ5za3eZ_ZJCmctU0

Mar 12- **Feminist beauty**

hooks, 31–36

Mallow, A. (2013). Why Fat is a queer and feminist issue. Bitch Media. <https://www.bitchmedia.org/article/sized-up-fat-feminist-queer-disability>

Bristol. (2017). Naomi Watanabe is Revolutionizing body image in Japan. <http://affinitymagazine.us/2017/02/11/naomi-watanabe-is-revolutionizing-body-image-in-japan/>

In Class- Lizzo Tiny Desk Concert

<https://www.youtube.com/watch?v=DFiLdByWIDY>

Mar 17- **Feminist Superheros**

Wilson, G. et al. (2014). Ms. Marvel Vol. 1: No Normal. Burbank, CA: Marvel.

Suggested Reading

Rivera, G. (2017). America Chavez: The Life and Times of America. Burbank, CA: Marvel.

Mar 19- **Guest Speaker- Academic Advising**

March 24- **Feminist Love**

hooks, p.100–104

Mar 26- **Living a Feminist Life**

Ahmed, S. (2015). <https://feministkilljoys.com/2015/03/19/living-a-feminist-life/>

Mar 31- **Exam Review**

Apr 02- **Exam Review**