

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

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

**Tuesday 6:05pm -7:55pm**  
**Location: TB 360 Fall Term**  
**AT 102 Winter Term**

**Instructor: Katharine Bausch**  
**Email: KatharineBausch@Cunet.Carleton.ca**  
**Office: DT 1408**  
**Phone: 613-520-2600 ext.8562**  
**Office Hours: Tuesday 4:00 pm – 6:00 pm**

**Tutorial Leader Contacts:**

**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, indigeneity, 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. recognize 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: Critical Terrain (Second Edition)*. Toronto: Women's Press/Canadian Scholars' Press, 2018.

Other readings are available online or through CuLearn/ARES.

## Course Evaluation:

<b>The "F Word"</b>	<b>10%</b>	<b>Tuesday October 9, 2018 (In Lecture)</b>
<b>Media Comparison</b>	<b>15%</b>	<b>Viewing: Tuesday October 16, 2018 (In Lecture)</b> <b>Paper Due: Tuesday November 6, 2018 (In Lecture)</b>
<b>Making Change</b>	<b>20%</b>	<b>Tuesday March 5, 2019 (In Lecture)</b>
<b>Midterm Exam</b>	<b>20%</b>	<b>TBA-During Exam Break</b>
<b>Final Exam</b>	<b>20%</b>	<b>TBA-During Exam Break</b>
<b>Online Tutorial</b>	<b>15%</b>	<b>Ongoing</b>

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

For this first assignment, you will write a 2-3-page personal reflection on what the term "feminism" means to you. This is not a research essay. You should not be consulting outside sources. Instead, you will write a well-argued piece based on your opinions. Some questions you might consider to help you start thinking about the assignment are: What does the term "feminism" mean to you?; What role, if any, has feminism played in your life?; What excites you about feminism?; What turns you off about feminism?; What role would you like to see feminism play in your future? More details can be found on the assignment sheet, which is on CuLearn.

### **2. Media Comparison**

For this assignment, you will write a 3-4-page comparison of the Eli Clare reading "Freaks and Queers" (TEXT 149-162) and the film *The Greatest Showman* (2017), which we will watch together in class on Tuesday October 16, 2018. You will consider the history of ability and agency that Clare presents and the ways in which this relates to a contemporary depiction of this history. More details and guiding questions can be found on the assignment sheet, which is on CuLearn.

### **3. Making Change**

For either option, you will write a 4-5-page report and use at least **three** course readings. More details can be found on the assignment sheet, which is on CuLearn.

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

Attend a university and/or community event engaging with gendered social justice issues. Please make sure that you are welcome at this event. 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 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. Online Tutorial Participation:**

Online tutorial participation is mandatory. All students are expected to do the assigned readings and post comments to the online forum. Every Tuesday, a discussion question will be posted to the online tutorial forum on CULEARN. You will have 6 days to post a thoughtful answer that engages with the readings, course material, and your fellow classmates. More details will be outlined in our introductory lecture.

Remember in our online forum, as in our classroom, we may disagree, but we never disrespect. You are encouraged to express your opinions and are entitled to your own beliefs but no one's rights to their beliefs may supersede another person's right to security and dignity. Please do not make assumptions about other people's identities or life experiences. Please also provide content warnings if you plan on discussing topics that might be traumatic for other people, including mental health, discriminatory practices, death by suicide, addiction, and abuse, among other things. Be respectful and be self-aware. If you have any questions or concerns, please do not hesitate to speak to the instructor or your TA.

**Late Policy:** The late penalty for all assignments is 2% per day, including weekends. This penalty applies to all late assignments, unless previous arrangements have been made with the instructor or teaching assistant. **Assignments that are handed in more than 14 days late will not be accepted.**

**All final grades are subject to approval by the Dean.**

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

A+ = 90-100    B+ = 77-79    C+ = 67-69    D+ = 56-59

A = 85-89    B = 73-76    C = 63-66    D = 53-55

A - = 80-84    B - = 70-72    C - = 60-62    D - = 50-52

F = Below 50    WDN = Withdrawn from the course

**Emails:**

I am fairly quick at responding to emails. As a general rule of thumb, I will not respond to emails between 6pm and 9am. 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 check 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).

### **REQUEST 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-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://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](https://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](https://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](https://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](https://students.carleton.ca/course-outline)

## **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.

The instructor reserves the right to discuss any assignment with a student. Make sure that you keep all of your process work.

### **Classroom Setting:**

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.

**To repeat:** In our classroom, we may disagree, but we never disrespect. You are encouraged to express your opinions and are entitled to your own beliefs but no one’s rights to their beliefs may

supersede another person's right to security and dignity. Please do not make assumptions about other people's identities or life experiences. Please also provide content warnings if you plan on discussing topics that might be traumatic for other people, including mental health, discriminatory practices, death by suicide, addiction, and abuse, among other things. Be respectful and be self-aware. If you have any questions or concerns, please do not hesitate to speak to the instructor or your TA.

### **Copyright Statement:**

Please note: classroom teaching and learning activities, including lectures, discussions, presentations, etc., by instructors, guests and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, exams and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only.

**\*\*Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).\*\***

In the interest of creating a respectful learning environment as well as to protect intellectual copyright, I do not allow audio or video recording of course lectures or presentations in any format, openly or surreptitiously, in whole or in part, without my prior permission. If you would like to record any part of the course, come see me during my office hours and we will talk about it. Please be ready to explain what specifically you would like to record, for what reason (for example, so that you can listen again to a specific lecture to make sure you got all the important information), and what you plan to do with it afterwards (for example, delete it). Also, please keep in mind that I, Katharine Bausch, hold copyright over the course materials, including the syllabus, lectures and slides, that form part of this course, and that course materials (both paper and digital) are meant only for your private study and research.

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

**Lecture One: Tuesday September 11, 2018**  
**Introduction**

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

**Lecture Two: Tuesday September 18, 2018**  
**I am a Feminist Because...**

**\*Tutorials Begin This Week\***

Read from the TEXT and Online

1. Excerpts from bell hooks, *Feminism is For Everybody* (TEXT 16-19)
2. Roxanne Gay, “Bad Feminist Manifesto” (TEXT 35-36)
3. Wanda Nanibush, “Anishinaabe-kwe and/or Indigenous Feminist?” (TEXT 37-39)
4. Shira Tarrant, “This is What a Feminist Looks Like” (TEXT 51-56)
5. Jack Halberstam “Toward a Trans\* Feminism” <http://bostonreview.net/gender-sexuality/jack-halberstam-towards-trans-feminism>

**Lecture Three: Tuesday September 25, 2018**  
**Intersectionality**

Read from the TEXT

1. Kimberlé Crenshaw, “Why Intersectionality Can’t Wait.” (TEXT 57-59)
2. Mia McKenzie, “The Myth of Shared Womanhood and How it Perpetuates Inequality.” (TEXT 62-64)
3. “Conceptualizing Intersectionality.” (TEXT 70-71)
4. Neita Kay Israelite and Karen Swartz “Reformulating the Feminist Perspective: Giving Voice to Women with Disabilities.” (TEXT 75-82)
5. Saba Taj “Technicolor Muslimah” (TEXT 182-183)
6. Mia McKenzie “How to Know if You Are White” (TEXT 270-271)

**Lecture Four: Tuesday October 2, 2018**  
**Gender and Gender Identity**

Read from the TEXT and Online

1. Raewyn Connell and Rebecca Pearse *The Question of Gender* (TEXT 83-89)
2. Lois Gould, “X: A Fabulous Child’s Story,” (TEXT pp. 184-189)
3. A. Finn Enke *Transfeminist Terms and Concepts* (TEXT 206-209)

**Lecture Five: Tuesday October 9, 2018**

**“Sex” as Biology**

**\*The “F Word” Due at the Beginning of Lecture\***

Read from the TEXT

1. Nelly Oudshoorn, “Introduction to *Beyond the Natural Body*” (TEXT pp. 109-113)
2. Kate Allen “How the Practice of Sex-Testing Targets Female Olympic Athletes” (TEXT 115-120)
3. Georgiann Davis “Contesting Intersex” (TEXT 121-129)
4. Anne Fausto-Sterling “Dueling Dualisms” (TEXT 132-143)

**Lecture Six: Tuesday October 16, 2018**

**\*Media Comparison Class Viewing\***

**Tutorials: Discuss the Film**

**Tuesday October 23, 2018**

**Fall Break**

**\*No Lecture—No Tutorials\***

**Lecture Seven: Tuesday October 30, 2018**

**Sexing the Public Sphere**

Read the TEXT and Online

1. Anastasia Kousakis and Jessica Valenti “Why is America So Obsessed with Virginity?” (TEXT 419-423)
2. Sophia Wallace “Cliteracy, 100 Natural Laws and ... (Unconquerable)” (TEXT 424-431)
3. Forward Together “The New Sex Ed” (TEXT 429-431)
4. Jill Mahoney “Ontario Premier Doug Ford Says Schools Will Revert to Old Sex-Ed Curriculum Amid Parent Consultations” <https://www.theglobeandmail.com/canada/article-premier-doug-ford-says-schools-will-revert-to-old-sex-ed-curriculum/>
5. Mercedes Allen. “BDSM, Gender, Entitlement and Jian Ghomeshi.” <http://rabble.ca/blogs/bloggers/mercedes-allen/2014/11/bdsm-gender-entitlement-and-jian-ghomeshi>

**Lecture Eight: Tuesday November 6, 2018**

**Masculinity Studies**

**\*Media Comparison Due at the Beginning of Lecture\***

Read from the TEXT and Online

1. “Understanding Masculinities: The Work of Raewyn Connell” (TEXT pp. 190-191)
2. Jackson Katz and Jeremy Earp “It’s the Masculinity, Stupid!” (TEXT 192-195)
3. Judith Halberstam “Excerpt: An Introduction to Female Masculinity: Masculinity Without Men,” In *Female Masculinity*. Durham: Duke University Press, 1998. pp.1-10  
**CuLearn/ARES**

**Lecture Nine: Tuesday November 13, 2018**

**Queering Identities**

Read from the TEXT and Online

1. Michael A. Messner “Becoming 100 Percent Straight” (TEXT 226-232)
2. Martin Rochlin, “The Heterosexual Questionnaire” (TEXT pp. 233-234)
3. Leila J. Rupp “Loving Women in the Modern World” (TEXT 246-256)
4. Eliel Cruz “13 Things Never to Say to Bisexual People”  
<https://www.advocate.com/bisexuality/2014/06/02/13-things-never-say-bisexual-people>
5. Explore <https://www.asexuality.org/>

**Lecture Ten: Tuesday November 20, 2018**  
**The Media**

Read the TEXT and Online

1. bell hooks “‘Eating the Other’: Desire and Resistance” (TEXT 388-389)
2. Sharon Lamb and Lyn Mikel Brown “Disney’s Version of Girlhood” (TEXT 401-403)
3. Jessie Daniels “The Trouble with White Feminism: Whiteness, Digital Feminism, and the Intersectional Internet” (TEXT 404-413)
4. Suey Park “#NOTYOURASIANSIDEKICK” (TEXT 414-416)
5. Carol Stabile, “‘Sweetheart, This Ain’t Gender Studies’: Sexism and Superheroes.” *Communication and Critical/Cultural Studies* 6(1) 2009: 86-92 (CuLearn/ARES)
6. 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 Eleven: Tuesday November 27, 2018**  
**Body Projects and Science and Gender**

Read the TEXT and Online

1. Carla Rice “Through the Mirror of Beauty Culture” (TEXT 432-449)
2. “Intersectional Body Activism” (TEXT 450)
3. Francine Odette “Body Beautiful/Body Perfect: Where Do Women With Disabilities Fit In?” (TEXT 451-453)
4. Stephen Jay Gould. “Women’s Brains.” (TEXT 144-148)
5. Clive Irving, “The Castration of Alan Turing, Britain’s Code Breaking WWII Hero,”  
<https://www.thedailybeast.com/the-castration-of-alan-turing-britains-code-breaking-wwii-hero>
6. Samantha Manzella “*The Atlantic* Tried to Explore Trans Issues – And Totally Missed the Mark” <http://www.newnownext.com/the-atlantic-when-children-say-theyre-trans/06/2018/>

**Lecture Twelve: Tuesday December 4, 2018**  
**Midterm Review**  
**\*No Tutorials\***

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

**Lecture Fourteen: Tuesday January 8, 2019**  
**Gender, Neoliberalism, and Globalization**

Read the TEXT

1. Alison Jaggar “What is Neo-Liberal Globalization?” (TEXT 563-564)

2. Faye V. Harrison “The Gendered Politics and Violence of Structural Adjustment: A View from Jamaica” (TEXT 569-576)
3. Cynthia Enloe “Women’s Labor is Never Cheap: Gendering Global Blue Jeans and Bankers” (TEXT 577-587)
4. Kai Cheng Thom “9 Ways We Can Make Social Justice Movements Less Elitist and More Accessible” (TEXT 692-696)

**Lecture Fifteen: Tuesday January 15, 2019**  
**Indigenous Women and Legacies of Colonization**

Read the TEXT

1. Bonita Lawrence “Regulating Native Identity by Gender” (TEXT 325-333)
2. Shirley Bear with the Tobique Women’s Group “You Can’t Change the Indian Act?” (TEXT 361-372)
3. Leanne Betasamosake Simpson “Nishnaabeg Resurgence: Stories From Within” (TEXT 349-354)
4. Jessica Gordon and the Founders of Idle No More “The Idle No More Manifesto” (TEXT 677-679)
5. Sonja John “Idle No More: Indigenous Activism and Feminism” (TEXT 680-687)

**Lecture Sixteen: Tuesday January 22, 2019**  
**Slavery and the Legacies of Colonization**

Read the TEXT

1. Afua Cooper “The Secret of Slavery in Canada” (TEXT 291-302)
2. Wendy Braithwaite “Black Women Rage” (TEXT 305-306)
3. Zane Schwartz and Janaya Khan “How a Black Lives Matter Toronto Co-Founder Sees Canada” (TEXT 688-691)

**Lecture Seventeen: Tuesday January 29, 2019**  
**Work, Class, and Gender**

Read the TEXT

1. Barbara Ehrenreich “Nickel and Dimed: On (Not) Getting By in America” (TEXT 626-636)
2. Jenn Clamen and Kara Gillies “When Sex Works: Labour Solidarity for Sex Workers Has Come a Long Way, but More Can Be Done” (TEXT 637-639)
3. JJ and Ivo “We Speak For Ourselves: Anti-Colonial and Self-Determined Responses to Young People Involved in the Sex Trade” (TEXT 640-643)
4. Sadie McInnes “Fast Facts: Four Things to Know About Women and Homelessness in Canada” (TEXT 667-669)
5. Qullit Nunavut Status of Women Council “The Little Voices of Nunavut: A Study of

Women's Homelessness North of 60" (TEXT 670-676)

**Lecture Eighteen: Tuesday February 5, 2019**  
**Gendering Care**

Read the TEXT and Online

1. Paula Pinto "Women, Disability, and the Right to Health" (TEXT 465-475)
2. "Understanding the Social Determinants of Health" (TEXT 476-477)
3. "How Sexism and Racism Determine Health" (TEXT 478-479)
4. Billie Alan and Janet Smylie "First Peoples, Second Class Treatment" (TEXT 480-489)
5. "Health Care System Fails Many Transgender Americans"

<https://www.npr.org/sections/health-shots/2017/11/21/564817975/health-care-system-fails-many-transgender-americans>

**Lecture Nineteen: Tuesday February 12, 2019**  
**Gender and Migration**

Read the TEXT

1. "No One is Illegal" (TEXT 599-600)
2. Leslie Nichols and Vappu Tyyska "Immigrant Women in Canada and the United States" (TEXT 609-619)
3. Leah Lakshmi Piepzna-Samarasinha "The Door of No Return" (TEXT 620-621)
4. Sharalyn Jordan and Christine Morrissey "Seeking Refuge From Homophobic and Transphobic Persecution" (TEXT 622-625)

**Tuesday February 19, 2019**

**Reading Week**

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

**Lecture Twenty: Tuesday February 26, 2019**  
**Reproductive Rights and Wrongs**

Read the TEXT

1. Judy Rebick, "The Women are Coming: The Abortion Caravan" (TEXT pp. 495-501)
2. Karen Stote "The Coercive Sterilization of Aboriginal Women in Canada" (TEXT 502-512)
3. Alison Kafer "Debating Feminist Futures: Slippery Slopes, Cultural Anxiety, and the Case of the Deaf Lesbians" (TEXT 513-524)
1. Loretta Ross, Rickie Solinger, and the Population and Development Program at Hampshire College "A Primer on Reproductive Justice and Social Change" (TEXT 524-530)
2. "Reproductive Rights Around the World" (TEXT 531-534)

## Lecture Twenty-One: Tuesday March 5, 2019

### Violence

#### \*Making Change at the Beginning of Lecture Lecture\*

#### Read the TEXT and Online

1. Margo Goodhand “Toronto and the Runaway Wives” (TEXT 535-540)
2. Jane Doe “The Ultimate Rape Victim” (TEXT 541-546)
3. Jackson Katz “10 Things Men Can Do To Prevent Gender Violence” (TEXT 547-548)
4. Sherri Williams “Digital Defense: Black Feminists Resist Violence with Hashtag Activism” (TEXT 549-551)
5. Sarah Hunt “More Than a Poster Campaign: Redefining Colonial Violence” (TEXT 552-554)
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>
7. Masha Gessen, “When Does a Watershed Become a Sex Panic?” <https://www.newyorker.com/news/our-columnists/when-does-a-watershed-become-a-sex-panic>

## Lecture Twenty-Two: Tuesday March 12, 2019

### Queer Activism and Resistance

#### Read TEXT and Online

1. Danielle Peers and Lindsay Eales, “‘Stand Up’ for Exclusion?: Queer Pride, Ableism and Inequality” (TEXT 257-260)
2. Elise Chenier, “Coming Out: Re-engaging the Radical” *Beyond the Queer Alphabet: Conversations on Gender, Sexuality, and Intersectionality*. Editors Malinda S. Smith and Fatima Jaffer. Independently Published. (CuLearn/ARES)

## Lecture Twenty-Three: Tuesday March 19, 2019

### Men’s Rights Movements

#### Read Online

1. Katherine Rosman “A Fight for Men’s Rights, in California Courts” <https://www.nytimes.com/2018/07/13/style/mens-rights-movement.html>
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>
3. Michael Kimmel “Manufacturing Rage: The Cultural Construction of Aggrieved Entitlement,” in *Angry White Men: American Masculinity at the End of An Era* (New York: Nation, 2013) (CULEARN/ARES)

**Lecture Twenty-Four: Tuesday March 26, 2019**  
**Transnational Feminisms**

Read the TEXT

1. Corrine L. Mason “Transnational Feminism” (TEXT 709-723)
2. Sisonke Msimang “HIV/AIDS, Globalization, and the International Women’s Movement” (TEXT 490-494)
3. May Chazan and Stephanie Kittmer “Defying, Producing, and Overlooking Stereotypes? The Complexities of Mobilizing ‘Grandmotherhood’ as Political Strategy” (TEXT 723-732)

**Lecture Twenty-Five: Tuesday April 2, 2019**  
**The Future of Feminism**

Read the TEXT

1. Maria Alejandra Rodriguez Acha “How Young Feminists Are Tackling Climate Justice in 2016” (TEXT 733-736)
2. Greg Kimber Piitaapan Muldoon and Dan Irving “A Sense of Place: Expressions of Trans Activism North of Lake Nipissing” (TEXT 696-699)
3. Mehreen Kasana “Feminisms and the Social Media Sphere” (TEXT 739-745)

**Lecture Twenty-Six: Tuesday April 9, 2019**  
**Exam Review**  
**\*No Tutorials\***