

Carleton University
Fall 2020/Winter 2021
Pauline Jewett Institute of Women's and Gender Studies

WGST 1808A: *Introduction to Women and Gender Studies*

Location: *Courses will be delivered ONLINE for the Fall 2020 term*
This course will be blended

Instructor: Katharine Bausch
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Office: N/A

Digital Office Hours: Mondays 12:00pm-2:00pm and Tuesdays 12:00pm-2:00pm

- *This outline is preliminary and subject to change*
- *This course will be delivered as a blended course, meaning that most of the material will be asynchronous. Some material, however, such as tutorials, will be delivered at a specific time.*

Teaching Assistants:

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 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 endeavors 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.

This textbook is available in print format via mail or in digital format, both through the Carleton University bookstore.

Other readings are available online or through CuLearn/ARES.

Course Evaluation:

The "F Word"	15%	October 14, 2020 (By Midnight)
Comparison Reflection	10%	November 18, 2020 (By Midnight)
Choosing Reflection	10%	February 10, 2021 (By Midnight)
Making Change	20%	March 17, 2020 (By Midnight)
Midterm Exam	15%	December 16, 2020-December 19, 2020 (By Midnight)
Final Exam	15%	April 14, 2021-April 17, 2021
Tutorial Participation	15%	Ongoing

All assignments will be submitted via the Dropbox on CuLearn. Nothing will be accepted via email.

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

For this first assignment, you will choose a meme about feminism and write a 2-3-page personal critique of that meme. What is the meme arguing about feminism? What stereotypes about feminism, if any, does the meme engage with? How does the meme engage with your feelings about feminism (positive and/or negative)? This is a personal reflection, so you do not need to engage with any outside sources beyond the meme, but you do need to have a thesis. More details can be found on the assignment sheet and in the assignment video.

2. Comparing Academic Sources Reflection

Using the first module created by our librarian Martha Attridge Bufton, you will learn how to compare different academic sources and the benefits of using these sources. In a 2-3-page paper, you will reflect on what you have learned. More details can be found on the assignment sheet and in the assignment video.

3. Choosing Academic Sources Reflection

Using the second module created by our librarian Martha Attridge Bufton, you will learn how to choose academic sources for our Making Change assignment, which is due later in the term. In a 2-3-page paper, you will reflect on what you have learned. More details can be found on the assignment sheet and in the assignment video.

3. Making Change

You will select a local or global social justice organization from the provided list (or another approved by the instructor). You will write a 4-5-page report and use at least **three** course readings to examine the group's origins, its current concerns, issues, and priorities, and how it addresses these issues. More details can be found on the assignment sheet and video.

3. Midterm Take-Home Exam

The midterm exam will cover material from the first term. It will consist of short answers and mini-essays. You will receive the questions via CuLearn and have three days to complete the exam. We will discuss preparation strategies as we get closer to the midterm date.

4. Final Take-Home 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). You will receive the questions via CuLearn and have three days to complete the exam. We will discuss preparation strategies as we get closer to the final exam date.

5. Tutorial Attendance & Participation:

Tutorial attendance and participation are mandatory. Tutorials will take place on Zoom during your assigned tutorial time slot. Your tutorial will be led by your TA. A video and a series of questions will be posted to CuLearn in advance of your tutorial and you will be expected to attend tutorial prepared to discuss the video, the questions, and the assigned readings for that week. You will be evaluated on the basis of the quality and thoughtfulness of your contributions. If you are uncomfortable speaking up in tutorial, please contact your TA early in the year to review alternative strategies for participation.

If illness or other unavoidable issues cause you to miss multiple tutorials you will need to keep me advised of the situation and an accommodation plan can be considered.

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

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).

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 where 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: <https://carleton.ca/equity/sexual-assault-support-services>

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. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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/>

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 during my office hours.

Emailed assignments will not be accepted under any circumstances.

Office Hours:

For those of you who need to contact me to discuss questions and concerns regarding

course content and expectations, I will be conducting digital office hours on a weekly basis via zoom. You can use office hours to discuss anything about the course (readings, assignments, and/or lecture material), and any concerns you might have about your academic progress. To request a time slot within that hour, please contact the course instructor via email in advance of the office hour to arrange a time.

The link for digital office hour is:

To access digital hour you will also need the following password:

Please note that each office hour will have a waiting room in the event that the course instructor is speaking with another student at the point at which you enter the office hour zoom link. Once you click on the office hour link and enter the password, you will be in the waiting room until the course instructor is available to speak with you.

Technology and Assignment Submission:

This is an online course. It is the responsibility of the student to:

- ensure that you have the appropriate and working technology to access the course;
- check your email on an ongoing basis to view any course correspondence and/or announcements from the instructor;
- log into the course's site to read course materials, review any upcoming assignments, and view any correspondence from the course instructor;
- submit all assignments as a word file (.docx) in order that the TA can provide proper feedback – please note that this is the only file format that will be graded;
- ensure that all of your assignments have been submitted properly – please note that materials submitted incorrectly (i.e., not attached because you did not click 'submit'), or in an unreadable format (i.e. not .docx), will receive a zero.

Please note that if you are experiencing technological difficulties accessing any of the content in this course, this is your responsibility as a student enrolled in this online class to rectify. In order to tackle such a situation, students should contact ITS <https://carleton.ca/its/contact/>

Lectures:

Lectures will be posted on CuLearn in groups of 4 or 5 sections called "Modules," which are indicated on the syllabus. You should feel free to move through the modules at a pace that works for you. I encourage you to ask me or the TAs any questions that you may have as you move through the module content. The lectures will remain on CuLearn throughout the whole course for you to return to at any point.

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.

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.

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 lectures 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.

Module schedule:

Module 1: (September 7, 2020-September 21, 2020)

a) Introduction

-No readings, No tutorials

b) I am a Feminist Because...

1. Ahmed, Sara. "Introduction." In *Living a Feminist Life*. Durham: Duke University Press, 2017. pp. 1-18. **CuLearn/ARES**
2. Excerpts from bell hooks, *Feminism is For Everybody* (TEXT 16-19)
3. Roxanne Gay, "Bad Feminist Manifesto" (TEXT 35-36)
4. Wanda Nanibush, "Anishinaabe-kwe and/or Indigenous Feminist?" (TEXT 37-39)
5. Shira Tarrant, "This is What a Feminist Looks Like" (TEXT 51-56)
6. Jack Halberstam "Toward a Trans* Feminism" <http://bostonreview.net/gender-sexuality/jack-halberstam-towards-trans-feminism>

c) Intersectionality

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)

Module 2: (September 28, 2020-October 19, 2020)

a) Gender and Gender Identity

1. Lois Gould, "X: A Fabulous Child's Story," (TEXT pp. 184-189)
2. Vasu Reddy and Judith Butler, "Troubling Genders, Subverting Identities: An Interview with Judith Butler," (TEXT pp.220-225)

b) "Sex" as Biology

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)

c) Sexing the Public Sphere

1. Anastasia Kousakis and Jessica Valenti "Why is America So Obsessed with Virginity?" (TEXT 419-423)
2. Forward Together "The New Sex Ed" (TEXT 429-431)
3. 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/>

4. Mercedes Allen. "BDSM, Gender, Entitlement and Jian Ghomeshi."
<http://rabble.ca/blogs/bloggers/mercedes-allen/2014/11/bdsm-gender-entitlement-and-jian-ghomeshi>

FALL READING WEEK: Monday October 26, 2020-Friday October 30, 2020

Module 3: November 2, 2020-November 16, 2020

a) Reproductive Rights and Wrongs

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)

b) Masculinity Studies

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. Walcott, Rinaldo. "The Struggle for Happiness: Commodified Black Masculinities, Vernacular Culture, and Homoerotic Desires." In *Pedagogies of Difference: Rethinking Education for Social Change*. Ed. Peter Pericles Trifonas. New York: Routledge Falmer, 2003. pp. 140-146 **CuLearn/ARES**

c) Queering Identities

1. Michael A. Messner "Becoming 100 Percent Straight" (TEXT 226-232)
2. Martin Rochlin, "The Heterosexual Questionnaire" (TEXT pp. 233-234)
3. Eliel Cruz "13 Things Never to Say to Bisexual People"

<https://www.advocate.com/bisexuality/2014/06/02/13-things-never-say-bisexual-people>

4. Explore <https://www.asexuality.org/>

Module 4 : November 23, 2020-December 7, 2020

a) The Media

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)

b) Body Projects

1. Carla Rice "Through the Mirror of Beauty Culture" (TEXT 432-449)
2. Francine Odette "Body Beautiful/Body Perfect: Where Do Women With Disabilities Fit In?" (TEXT 451-453)

c) Science and Gender

1. Stephen Jay Gould. "Women's Brains." (TEXT 144-148)

2. 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>
3. 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/>

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

Module 5: January 6, 2021-January 25, 2021

a) Gender, Neoliberalism, and Globalization

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)

b) Indigenous Women and Legacies of Colonization

1. Joyce Green, “Taking Account of Aboriginal Feminism,” In *Making Space for Indigenous Feminism, Second Edition*. Halifax: Fernwood, 2017. pp. 20-30.
2. Bonita Lawrence “Regulating Native Identity by Gender” (TEXT 325-333)
3. Shirley Bear with the Tobique Women’s Group “You Can’t Change the Indian Act?” (TEXT 361-372)
4. Leanne Betasamosake Simpson “Nishnaabeg Resurgence: Stories From Within” (TEXT 338-348)

c) Slavery and the Legacies of Colonization

1. Griffin, R.A. “I AM an Angry Black Woman: Black Feminist Autoethnography, Voice and Resistance.” *Women’s Studies in Communication* 35(2): 138-157.
2. Afua Cooper “The Secret of Slavery in Canada” (TEXT 291-302)
3. Wendy Braithwaite “Black Women Rage” (TEXT 305-306)
4. Zane Schwartz and Janaya Khan “How a Black Lives Matter Toronto Co-Founder Sees Canada” (TEXT 688-691)

d) Transnational Feminisms

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)

Module 6: February 1, 2021-February 8, 2021

a) Work, Class, and Gender

1. Margaret Hillyard Little, “The Leaner, Meaner Welfare Machine: The Ontario Conservative Government’s Ideological and Material Attack on Single Mothers (TEXT 652-663)
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)

b) Gender and Migration

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 Morrisey “Seeking Refuge From Homophobic and Transphobic Persecution” (TEXT 622-625)

WINTER READING WEEK: February 15, 2021-February 19, 2021

Module 7: February 22, 2021-March 8, 2021

a) Gendering Care

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>

b) Violence

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>

Module 8: March 15, 2021-April 5, 2021

a) Queer Activism and Resistance

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)

b) Men’s Rights Movements

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>

c) The Future of Feminism

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)

d) Course Wrap-Up

-No Readings, No Tutorials