

Course Outline

COURSE:	LAWS 4904C: WGST4812E:WGST5901E – Advanced Legal Topics (SEM): Feminist Controversies in Sexuality and the Law
TERM:	Winter 2022
PREREQUISITES:	LAWS 2908, fourth year Honours standing, and/or permission of Department
CLASS:	Day & Time: Friday 8:35am to 11:25am.
	Room: Synchronous seminar on Zoom.
INSTRUCTOR:	Meg Lonergan
CONTACT:	Office Hours: By Appointment via Zoom
	Email: Megan.Lonergan@Carleton.ca

CALENDAR COURSE DESCRIPTION:

This course is a fourth-year undergraduate seminar on the topic of feminist controversies in sex and law with an emphasis on Canadian, American, and British contexts in the post-1960s period.

COURSE DESCRIPTION:

This course will cover “feminist” approaches, perspectives, and theories represent a wide diversity of interpretations and politics; oftentimes these approaches and perspectives that conflict and clash with one another. This course will explore some of the key debates both facing and within feminism, particularly where feminism(s) intersect with sex and the law. Students will critically engage with diverse feminist perspectives, such as radical feminism, liberal feminism, sex-radical feminism, and concepts such as carceral feminism, post-feminism, and anti-feminism. Topics of focus in this course include prostitution/sex work, pornography, censorship and free expression, health, race, colonialism, sexual identities and practices. This course will also examine key Supreme Court rulings in the areas of sex and law in Canada and their relationship to feminist organizing and theories in Canada (including *Butler*, *Sharpe*, *Little Sisters*, *Labaye*, and *Jarvis*).

CONTENT WARNING:

Learning can, and often is, an uncomfortable process. Many of the topics and issues discussed in this

course in lecture content, seminar discussions, and the required readings may be difficult, uncomfortable, polarizing, and/or produce emotional responses in some students. There are no safe spaces in the university; however, this class will make efforts to work collectively with students and the instructor to create and maintain a *safer* learning environment.

Three readings will be assigned every week to allow students some flexibility in materials to engage with. If students have any comments, questions, or concerns, they are encouraged to contact the instructor by email to set up an appointment to discuss further.

Please review topics in advance and practice self care throughout the semester.

ZOOM CLASSROOM EXPECTATIONS:

Students are encouraged, but not required, to have their cameras on during the Zoom seminar portions of the course. Where students elect not to have their camera on, they are asked to use a profile picture either of themselves or using an image they would like to represent themselves during the course. Students are required to use their name (what they would like to be called) and have their pronouns in square brackets, for example: Meg Lonergan [she/they]. Students are asked to remain muted unless speaking. Students can either raise their hand on camera or use the “raise hand” function on Zoom.

Seminar is an interactive and engaging space to discuss the assigned readings and weekly topics with the instructor and your peers. Students are expected to comport themselves in accordance with would be expected of academics. We wish to foster a space where diverging ideas and thoughts can be expressed and debated based on connections to the course materials and other academic research.

LEARNING OBJECTIVES:

During this course students will:

- Improve their critical thinking skills
- Engage in a range of topics related to feminist controversies in sex and law
- Learn the diverging and diverse feminist opinions on several key debates, both historical and ongoing
- Construct and communicate a well-researched and argued position on a topic of interest related to the course topic

EVALUATION

Standing in a course is determined by the course instructor subject to the approval of the Department and of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Department and the Dean.

Participation 30%

Cumulative

- Submission of weekly questions for seminar 15%
- Active engagement in seminar discussion: 15%

Vlog/Podcast Assignment 20%Due: February 18th by midnight**Paper Proposal 10%**Due: March 18th by midnight**Final Paper 40%**Due: April 15th by midnight**LATE POLICY AND EXTENSIONS**

A late penalty of 5% a day will be applied to all assignments. Assignments submitted more than 7 days late will not be accepted.

Please ask for extensions as far in advance as possible. Extensions of more than seven days will not normally be provided. I am happy to accommodate students for a variety of reasons, but a failure to plan on your part does not constitute an emergency on mine. While I am responsible for facilitating your learning in this course, I expect students in a 4th year seminar to be proactive in asking for help or accommodation so that we can work towards helping you achieve your best work in this course.

REQUIRED TEXTS

All texts will be available via the Carleton Library (library.carleton.ca) and via ARES, which will be posted on the course Brightspace page.

Winter 2022 Sessional Dates and University Closures	
<i>Please find a full list of important academic dates on the calendar website: https://calendar.carleton.ca/academicyear/</i>	
January 5, 2022	University Reopens.
January 10, 2022	Winter term classes begin.
January 31, 2022	Last day for withdrawal from winter term and winter portion of fall/winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
February 18, 2022	April examination schedule available online.
February 21, 2022	Statutory holiday. University closed.

February 22-25, 2022	Winter break, no classes.
March 29, 2022	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 12, 2022	Winter Term Ends. Last day of fall/winter and winter term classes.
April 13, 2022	No classes or examinations take place.
April 14- 28, 2022	Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all seven days of the week.
April 15, 2022	Statutory holiday. University closed.
April 28, 2022	All take home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Course Schedule

Week 1:

Friday, January 14th

Introduction and History of Feminism & The Law

Johnstone, Marjorie. (2018). Settler feminism, race making, and early social work in Canada.

Affilia: Journal of Women and Social Work, 33(3), 331-345.

Smart, Carol, (1989). "The power of the law," in *Feminism and the Power of Law*. New York: Routledge, pp. 4-25.

Hunter, Rosemary. (2012). The power of feminist judgements? *Feminist Legal Studies*, 20, 135-148.

Week 2:

Friday, January 21st

Trigger Warning, Free Speech, and Censorship

Cosman, Brenda. (2018). Gender identity, gender pronouns, and free expression: Bill C-16 and the traction of specious legal claims. *University of Toronto Law Review*, 68(1), 37-79.

Kramer, Elise. (2011). The playful is political: The metapragmatics of internet rape-joke arguments. *Language in Society*, 40(2), 137-168.

Kyrölä, Katariina. (2015). Towards a contextual pedagogy of pain: Trigger warnings and the value

of sometimes feeling really, really bad. *Lambda Nordica*, 20(1), 131-144

Week 3:

Friday, January 28th

The Feminist Sex Wars Part I: Radical Feminisms

Daly, Mary. (1978). "The metapatriarchal journey of exorcism and ecstasy," in *Gyn/ecology: The metaethics of radical feminism*. Boston: Beacon Press, pp. 1-34.

Mackinnon, Catharine A. "Sex and violence: A perspective," in *Feminism Unmodified: Discourses on Life and Law*. Cambridge, MA: Harvard University Press, pp.85-92.

Raymond, Janice. (1997). Putting the politics back into lesbianism. *Journal of Lesbian Studies*, 1(2), 273-286.

Week 4:

Friday, February 4th

The Feminist Sex Wars Part II: Sex Radical Feminisms

Vance, Carol (1992). "Pleasure and danger: Towards a politics of sexuality," in *Pleasure and Danger: Exploring Female Sexuality*. Carole S. Vance (Ed.). London: Pandora, pp. 1-27.

Rubin, Gayle. (1992). "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality," in *Pleasure and Danger: Exploring Female Sexuality*. Carole S. Vance (Ed.). London: Pandora, pp. 267-293.

Bracewell, Lorna. (2020). Sex wars, SlutWalks, and carceral feminism. *Contemporary Political Theory*, 19(1), 61-82.

Week 5:

Friday, February 11th

Pornography I: Adult Content

- *The Fraser Committee*
- *Little Sisters v. Canada (2001)*

Gottel, Lise. (1997). "Shaping *Butler*: The new politics of anti-pornography," in Brenda Cossman, Shannon Bell, Lise Gotell, and Becki L. Ross (eds.). *Bad attitude/s on trial: Pornography, feminism and the Butler decision*. Toronto: University of Toronto Press. pp. 48-106.

Karaian, Lara. (2005). Troubling the definition of pornography: Little Sisters, a new defining moment in feminists' engagement with the law? *Canadian Journal of Women and the Law*, 17(1), 117-133.

Vera-Gray, Fiona., McGlynn, Clare., Kureshi, Ilbad., and Butterby, Kate. (2021) Sexual violence as a sexual script in mainstream online pornography. *The British Journal of Criminology*, 61, 1243-1260.

Optional:

Klein, Bonnie. S. [Dir.]. (1981). *Not a love story: A film about pornography*. Canada: National Film Board of Canada, (69 minutes).

Week 5:

Friday, February 18th

Pornography II: Child Pornography and Obscenity

- *R. v. Butler* (1992)
- *R. v. Sharpe* (2000)

Gillespie, Alisdair A. (2018). Child pornography. *Information & Communications Technology Law*, 27(1), 30-54.

Walker, Allyson, and Panfil, Vanessa, R. (2016). Minor attraction: A queer criminological issue. *Critical Criminology*, 25(1), 37-53.

Blumberg, F. L. (2017). Obscenity and marginality. *Law and Humanities*, 11(1), 7-23.

Reading Week (February 22nd to 25th): No Class

Week 7:

Friday, March 4th

Queer Sexual Practices I: Bondage, Sadomasochism, and Kink

Fowles, S. M. (2008). "The fantasy of acceptable 'non-consent': Why the female sexual submissive scares us (and why she shouldn't)" in Jaclyn Friedman & Jessica Valenti (eds.). *Yes means yes! Visions of female sexual empowerment and a world without rape*. Berkeley: Seal Press, pp.117-126.

Liang, Michelle. (2020). Playing with power: Kink, race, and desire. *Sexualities*, 0(0), 1-25.

Sprott, Richard A., Vivid, Jules, Vilkin, Ellora, Swallow, Lyle, Lev, Eliot M., Orejudos, Julius and Schnittman, Danny. (2020). A queer boundary: How sex and BDSM interact for people who identify as kinky. *Sexualities*, 24(5-6), 708

Week 8:

Friday, March 11th

Queer Sexual Practices II: Polyamory and Public Sex

- *R. v. Labaye* (2005)

Bérubé, Allan. (2003). The history of gay bathhouses. *Journal of Homosexuality*, 44(3-4), 33-53.

Califia, Pat. "Public sex," in *Public sex: The culture of radical sex* (2nd edition). San Francisco, CA: Cleis Press, pp. 14-27.

Barker, Meg and Langdrige, Darren. (2010). Whatever happened to non-monogamies? Critical reflections on recent research and theory. *Sexualities*, 13(6), 748-772.

Week 9:

Labour & Marxist Feminism

Friday, March 18th

Cruz, Katie. (2018). Beyond liberalism: Marxist feminism, migrant sex work, and labour unfreedom. *Feminist Legal Studies*, 26, 65-92.

Prügl, Elisabeth. (2015). Neoliberalising feminism. *New Political Economy*, 20(4), 614-631.

Sutherland, Kate. (2005). Marx and MacKinnon: The promise and perils of Marxism for feminist legal theory. *Science & Society*, 69(1), 113-132.

Week 10:

Friday, March 25th

Prostitution and Sex Work

Johnson, G. F. (2015). Governing sex work: An antagonistic policy community and its relational dynamics. *Critical Policy Studies*, 9(3), 259-277.

Lutnick, A., and Cohan, D. (2009). Criminalization, legalization or decriminalization of sex work: What female sex workers say in San Francisco, USA. *Reproductive Health Matters*, 17(34), 38-46.

Wright, J., Heynen, R., & van der Meulen, E. (2015). "It depends who you are, what you are": 'Community safety' and sex workers' experience with surveillance. *Surveillance & Society*, 13(2), 265-282.

Week 11:

Friday, April 1st

Sexual Violence, "Rape Culture," and Rape Crisis Centers

Crocker, Diane and Sibley, Marcus A. (2020). "Transforming campus rape culture: Lessons from complexity theory," in Susan Marine and Ruth Lewis (eds.) *Collaborating for Change: Transforming Culture to End Gender-Based Violence in Higher Education*. New York: Oxford University Press, pp. 23-46.

Dodge, Alexa. (2016). Digitizing rape culture: Online sexual violence and the power of the digital photograph. *Crime Media Culture*, 12(1), 65-82.

Jordan, Sid P., Mehorta, Gita R., and Fujikawa, Kiyomi A. (2020). Mandating inclusion: Critical trans perspectives on domestic and sexual violence advocacy. *Violence Against Women*, 26(6-7), 531-554.

Week 12:

Friday, April 8th

Reproductive Justice

Abji, Salina and Larios, Lindsay. (2021). Migrant justice as reproductive justice: Birthright citizenship and the politics of immigration detention for pregnant women in Canada. *Citizenship Studies*, 25(2), 253-272.

Dyck, Erika and Lux, Maureen. (2016). Population control in the 'Global North'?: Canada's response to Indigenous reproductive rights and neo-eugenics. *The Canadian Historical Review*, 97(4), 481-512.

Saurette, Paul and Gordon, Kelly. (2016). "Anti-abortionism as the new feminism: Reframing the position," in *The changing voice of the anti-abortion movement: The rise of 'pro-woman' rhetoric in Canada and the United States*. Toronto: University of Toronto Press, pp. 245-270.

ACADEMIC ACCOMMODATIONS

COVID-19 PREVENTION MEASURES

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and mandatory self-screening prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory symptom reporting tool. For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the COVID-19 website.

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the University's COVID-19 webpage and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements and endangering the safety of others are considered misconduct under the Student Rights and Responsibilities Policy. Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Pregnancy obligation

Please contact 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, visit the Department of Equity and Inclusive Communities (EIC):

<https://carleton.ca/equity/>

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, visit the Department of Equity and Inclusive Communities (EIC): <https://carleton.ca/equity/>

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact The Paul Menton Centre (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 as soon as possible to ensure accommodation arrangements are made. Please consult the PMC Website for their deadline to request accommodations for the formally-scheduled exam (if applicable) <https://carleton.ca/pmc>

Plagiarism

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>

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 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/student-support/svpolicy/>

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: <https://students.carleton.ca/services/accommodation/>

Department Policy

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations: <https://carleton.ca/law/current-students/>

Course Assignments

Participation: 30%

- Submission of weekly questions for seminar 15% (11 weeks x 3 questions a week)
- Active engagement in seminar discussion: 15% (12 weeks)

Every week students are required to submit three discussion questions (1 per required reading).¹ Questions must be submitted no later than Thursday night at midnight before the seminar in which they are scheduled to be discussed. **Late question submissions will not be accepted.**

Seminar style classes are different than traditional lecture style courses where the instructor talks information *at* you. “Seminar,” from the Latin *seminarium* means “seed plot.” Thus, this course will be run in the Socratic tradition, wherein I will “plant seeds” by introducing weekly topics and facilitating discussion. You, as the collective student body in the course, are responsible for coming to class having done the readings and prepared to discuss. This is a mixed 4th year undergraduate/M.A. level course and is cross listed between Law and Legal Studies and Women’s and Gender Studies departments. I have high expectations and every faith that we will have an interesting and lively learning experience together this term.

While half of your participation grade is the weekly submission of discussion questions, the remainder is based on **active engagement in seminar discussion**. This does not mean merely signing into the class on Zoom (that would be attendance); this means asking questions, responding to discussion questions I pose, or the questions of your peers. As laid out in the syllabus, I want students to take risks in engaging with ideas, concepts, and debates. Asking questions is sometimes braver than offering up the correct response. Given that this course is dedicated to feminist controversies, there may be no “correct answer,” rather answers that are or are not adequately supported with evidence. *Debating, engaging, questioning, trying to make connections between course materials and other courses, popular culture, news events, etc., and all-around participating in class will be rewarded.* In seminars you get out what you put in (and in this case quite literally with marks).

I have no expectations of perfect attendance every week or high-energy participation every single week. We all have weeks where we are sick, tired, stressed, bored, have appointments, sleep through our alarms, and so forth. However, overall, you should be attending most classes and participating to the best of your abilities so that you average some good discussion every week.

M.A. students are expected to be more fully engaged and prepared, as well as produce a higher standard of submission for all assignments.

¹ If a student elects to skip a particular reading (I trust students to weight engaging in difficult materials with their own mental health and well-being) then please submit two questions on the other two readings and one on the connections between those two, rather than submitting one on the skipped reading.

Vlog/Podcast Assignment: 20%
Due February 18th by midnight

Students will select one topic from any content week in the course and prepare a 10 to 12-minute vlog or podcast. Students may choose a week already covered by the due date or a week not yet covered.

In the vlog or podcast, students will discuss the topic from two different feminist perspectives (radical feminist, sex radical feminist, Marxist feminist, liberal feminist, etc.). The submission should include some discussion of the assigned readings for that week, a debate from that week's topic, and an unpacking of the two feminist perspectives selected. Additional academic sources will be needed to present a fully developed argument.

Scripts or outlines (point-form is acceptable) should be submitted with the final product, as well as a title page and works cited. All corresponding references in the podcast or vlog should be cited accordingly.

Students are encouraged to be creative! However, the content of the submission is more important than the production skills students may or may not have.

Submission may be uploaded via Brightspace directly, or documents including either YouTube or Spotify links can also be uploaded via Brightspace. Students are responsible for ensuring their vlog/podcast is set to public (and thus accessible) and that it is playable. Submissions that are not playable may be penalized with a late penalty.

Criteria/Grade	A Level (80-100%)	B Level (70-79%)	C Level (60-69%)	D Level (50-59%)/	Fail (Below 50%)
Meets assignment criteria (podcast/vlog, 10-12 minutes, script or outline, title page, works cited page, 3 readings + additional research, and argues two feminist perspectives on a selected topic)	Exceeds assignment criteria	Meets assignment criteria	Attempts to achieve assignment criteria but falls short on some components	Does not adequately meet assignment criteria	Does not meet assignment expectations
Two Different Feminist Perspectives	Both sides of the topic are fairly presented and well supported with academic references	Both sides of the topic are fairly represented with some academic sources	One side is fairly presented with some academic sources	One or more positions is not fairly presented; "straw man" arguments	Two positions are not presented; academic sources are not used
Course Readings and Additional Academic Research/Support	3+ additional sources are discussed (all	All 3 readings and two additional	2 readings are discussed and/or only	2 or less readings are discussed; no	1 or less readings and no additional

	or mostly academic)	sources are discussed (mix of media and academic sources)	additional non-academic sources	additional sources	sources discussed
Creativity/Submission Quality	Submission is creative and entertaining; high quality; includes sounds, images, or video	Submission isn't very creative, but audio/video quality is good; submission was edited or clearly scripted	Submission isn't very creative; audio/video quality is mixed; submission not edited/doesn't seem like a script was followed (lots of pauses, "ums," etc.	Submission is not creative; audio/video quality is poor;	Submission "borrows" heavily from lecture slides; quality is not up to expectations; submission is not a podcast or vlog

Paper Proposal: 10%
Due March 18th by midnight

While the paper proposal may not seem all that important when it is only 10% of your overall grade, this assignment is essential for ensuring your success on the final paper. This assignment helps to ensure folks are thinking about their final paper and beginning to organize themselves well in advance of the due date for the final.

You can choose a topic that you were interested in during the course and would like to pursue further learning about or any topic related to the course themes that you are passionate about. Choosing a argument/topic you are interested in will help make writing the paper less of a tedious task.

Your paper proposal must include a title page with a working title for your paper (this should be creative and not “Paper Proposal”), your proposed topic of your research paper (including a research question/statement), 3-4 arguments you might discuss in your paper, and 3 readings (from at least 2 different weeks) you think you’ll utilize in your final paper, and a works cited page.

Students may write their final paper on any topic related to the course.

The proposal will be evaluated on 1) the appropriateness of the topic and connection to the course topic; 2) the originality of the argument/thesis; 3) quality of proposed arguments; 4) proposed sources (both from course and additional academic sources); and 5) “do-ability” of the paper within the 12-to-15-page limit.

The more content you submit to me, the more feedback you will receive.

Criteria/Grade	A Level (80-100%)	B Level (70-79%)	C Level (60-69%)	D Level (50-59%)/	Fail (Below 50%)
Appropriateness of topic to the course	Topic is very related to course themes and discussions	Topic is related to course themes	Topic is somewhat related to course	Topic is not related to the course	Topic is unclear
Originality of thesis	Thesis is very original argument	Thesis is original	Thesis is directly from course slides or discussions	Thesis is unoriginal	Thesis is unclear
Quality of supporting arguments	Supporting arguments are strong and well-developed	Supporting arguments are good and somewhat developed	Supporting arguments are satisfactory and/or not very developed	Supporting arguments are lacking and/or underdeveloped	Arguments missing or inappropriate and/or not developed
Supporting sources	Relationship between course materials and additional	Relationship between course readings is unpacked or	Course readings and/or additional readings are	Sources are listed but not unpacked; no additional academic	Connection of course materials unclear; no additional

	academic sources to proposed thesis unpacked	additional academic sources are unpacked; or additional sources are not academic	not unpacked and/or not academic	sources	sources included
“Do-ability” of paper	Proposed paper is ambitious, but student demonstrates strong start in proposal	The paper is appropriate for 4 th year (or M.A. for the WGST M.A. students)	Proposed paper seems doable, but proposal is lacking in some areas	Proposal has several serious issues and requires serious reconsideration of proposed paper	Proposal does not sufficiently address criteria

Final Paper: 40%
Due April 15th by midnight

Based on the feedback you receive on your Paper Proposal Assignment (which you will receive at minimum two weeks before the final is due), you will write a research paper for your final assignment in lieu of a final exam.

Your paper must utilize at least 5 required course readings and an additional 5 academic sources.

The paper should be between 12 and 15 pages double-spaces in size 12 Times New Roman font with one inch (2.54 cm) standard margins. For the Women’s and Gender Studies M.A. students in the course, your paper should be between 15 and 20 pages with the same formatting. M.A. students will be held to a higher standard to reflect their advanced academic position. Your title page should include your name, course code, student number, and an original title and the date the assignment was submitted for grading. APA or ASA citation style is preferred, but Chicago and Harvard are also acceptable. Regardless of citation style, you are expected to be using page numbers in in-text (or footnote) citations. All references must be properly cited and listed on your references/works cited page.

Your paper will be evaluated on the quality of your arguments, use of course and other academic sources, writing quality and proper style, and proper citations.

Please do email me and/or schedule an appointment to discuss this or any other assignments with me throughout the term.

Criteria/Grade	A Level (80-100%)	B Level (70-79%)	C Level (60-69%)	D Level (50-59%)/	Fail (Below 50%)
Quality of thesis and supporting arguments	High quality thesis and arguments are supported beyond expectations	Good thesis and arguments support the argument well	Satisfactory thesis and/or arguments attempt to support the thesis	Thesis not satisfactory and/or arguments do not adequately support claim	Unsatisfactory thesis and/or arguments
Use of Course Readings	Uses 5+ readings from the course exceedingly well	Uses 4-5 readings from the course well	Uses 3-4 readings from the course reasonably well	Uses less than 3 readings from the course and/or underutilizes course materials	Uses 2 or less readings from the course or does not make adequate use of selected course readings
Use of Additional Academic Sources	Uses 5+ additional academic sources exceedingly well	Uses 3-5 additional academic sources well or uses a mix of academic and non-academic sources but does so well	Uses 1-2 additional academic sources and/or uses non-academic sources; additional sources are not the best available to support arguments	Additional sources are not academic and/or do not adequately support claims	Additional sources are not academic and/or not used or not used appropriately
Writing Quality and Style	Writing quality and style exceeds expectations and is basically publishable quality	Writing quality and style meet expectations; contain a small number of relatively minor errors	Writing quality and style is near expectations; a number of errors or errors which could have easily been addressed through editing before submission	Writing quality does not meet expectations for 4 th year/MA. course; a serious number of errors; a number of errors easily caught through editing	Writing quality and style has serious issues; does not meet assignment expectations
Citations/Referencing	All claims, quotes, and textual references are properly cited in paper and corresponding references properly included and formatted	Most claims, quotes, and references are properly cited in the paper and most of the references are properly formatted but are all listed	Some claims are cited and/or some references are missing from the works cited and/or references are not correctly formatted	Several citations and/or references are incorrect, incomplete, or missing entirely	Citations and referencing do not meet assignment expectations