



DEPARTMENT ARTS AND EDUCATION

COURSE OUTLINE –WINTER 2021

WS3000 (A3): Introduction to Women’s Studies – 3 (3-0-0) 45 Hours for 15 Weeks

INSTRUCTOR: Dr. Tina Strasbourg **PHONE:** 780-539-2237
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OFFICE HOURS: By appointment

WINTER 2021 DELIVERY:

Remote Delivery. This course is delivered remotely. There are no face-to-face or onsite requirements. Students must have a computer with a webcam and reliable internet connection. Technological support is available through helpdesk@gprc.ab.ca

Note: GPRC reserves the right to change the course delivery.

CALENDAR DESCRIPTION:

This course introduces the field of women’s studies, with emphasis on the theoretical foundations of feminist analysis and the diversity of debates within feminism. The primary focus surrounds issues of gender as a social, cultural and political construct and how this intersects with race, class and sexuality. The course is also an opportunity to explore the shared and diverse aspects of women’s experiences and show how women’s studies as an academic discipline challenges the methods, theories and knowledge of traditional disciplines.

PREREQUISITE(S)/COREQUISITE:

None.

REQUIRED TEXT/RESOURCE MATERIALS:

All resources are posted on D2L.

DELIVERY MODE(S):

The course work includes lectures, class discussions, in-class group and individual work.

COURSE OBJECTIVES:

1. To gain a sense of the history of Women’s Studies and the feminist movement.
2. To gain an understanding of historical and contemporary oppressed groups’ struggle for political and social freedom.
3. To examine theoretical approaches to interpret the origins, causes and proposed solutions to oppression, and to appreciate the practical implications of feminist analysis in everyday life.
4. To consider the relationship between gender and sex, oppression and privilege, even within the context of one’s own biography.
5. To consider the way in which feminism also seeks to expose and to challenge other forms of structural oppression such as poverty, racism, classism, heterosexism, and ableism.

LEARNING OUTCOMES:

As a result of taking this course students will be able to articulate the key concepts and theories in contemporary women's studies and be able to apply those concepts and theories to understand their own and others' life experiences. Students will gain an appreciation of the similarities and differences between all oppressed groups and will begin to understand the consequences of continued discrimination against the oppressed both personally and professionally.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferralberta.ca>.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

Participation	10%	
Comprehension and Critical Analysis Assignment 1	30%	Due date: February 24 th
Comprehension and Critical Analysis Assignment 2	30%	Due date: March 24 th
Comprehension and Critical Analysis Assignment 3	30%	Due date: TBA

(The last assignment is due during the final exam period. Please check the registrar's posting for a schedule of final examinations.)

Class Participation:

Participation in discussion is a way to help advance the discussion of difficult philosophical concepts and encourage others. More particularly, discussion helps to enhance one's understanding of philosophical concepts, and offers a venue for critical analysis of your own arguments.

Comprehension and Critical Analysis Assignments:

You will complete three take-home assignments throughout the term. The purpose of the assignments is to give you the opportunity to illustrate your understanding of the course material, which includes course readings, lectures, and in-class discussions. Each assignment will also entail a critical assessment component. The critical analysis component is your opportunity to offer a feminist analysis of the selected topic using the conceptual tools and critical thinking skills developed in class. You will be evaluated on academic scholarship. You will also be evaluated on organization, accuracy of analysis of the topic you select, integration of bibliographic sources, and competency of writing (including clarity, grammar, spelling and punctuation).

- Alternative arrangements for assignments are typically made at the discretion of the instructor. Deferrals may only be granted in extenuating circumstances such as extreme illness or other serious circumstances beyond the student's control. Work commitments or holidays are not considered legitimate reasons for missing assigned deadlines.
- Unless previously discussed, late work will be penalized in the absence of a valid excuse. The assignment grade will be reduced by 10% each day it is overdue, including weekends.

Contesting Grades:

How you do on an assignment has no bearing on how much I respect (or like) you. There should never be any reason for you to feel ashamed or angered by your grade. One of my priorities in this class is to help you learn, and the assignments and my comments on your work are aimed at this goal. I do not expect perfection, and neither should you. I expect you to do your best and to use the assignments to help guide you on how you can improve your learning.

If you wish to contest your grade, please do the following:

1. Double check the assignment instructions, the grading criteria, and the comments first.
2. Make an appointment to discuss your grade. Please do not ask me to go over your individual assignment in class.
3. Come to the appointment prepared. After looking over the assignment and comparing what the assignment asked for and what you submitted, you should be able to articulate why you think your answer should have earned more marks.
4. Language is very important. I am happy to listen to your well thought out reasons for adding marks. Please do not approach me in a combative, disrespectful manner. For example, it is better to approach the discussion from the perspective that grades are earned rather than the view that grades are given. This perspective allows us to go through the comments together and to make clear how you earned your grades. This process will better enable you to show me how you think you met the requirements, and if you can do so I will have no problem with changing your grade.

GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Course Topics & Related Resources

Introduction to WMST

- Gina Crosley-Corcoran, “Explaining White Privilege to a Broke White Person”
- Lise Gotell and Barbara A. Crow, “What is Women’s Studies?”
- Marilyn Frye, “Oppression”

History and Activism

- Valerie Sanders, “First Wave Feminism”
- Sue Thornham, “Second Wave Feminism”
- Judy Rebick, Part IV Intro and Chapter 18, “Reaction and Resistance”
- Jennifer Baumgardner and Amy Richards, “Girl, You’ll Be a Woman Soon”
- Tegan Zimmerman, “#Intersectionality: The Fourth Wave Feminist Twitter Community”
- Reading: H.E. Barber, “Is #MeToo Good for Women?”

Women, Identity, Media, Body Image, Pop-Culture, and Advertising

- Carla Rice, “Between Body and Culture: Beauty, Ability and Growing Up Female”
- “Miss Representations” Netflix Documentary—Jennifer Siebel Newsom (Director)

Men, Identity, Media, Body Image, Pop-Culture, and Advertising

- Film: “Tough Guise 2: Violence, Manhood & American Culture” Jackson Katz
- Jason Nethercut, “Is Aristotle the Best a Man Can Get?” (link to the article is posted on Moodle)
- Daisy Grewal, “Men Who Advocate for Others in the Workplace Face Backlash”

Health, Sexuality, and Feminism

- Reading: Erin Connell, “Desire as Interruption: Young Women and Sexuality Education in Ontario, Canada”
- Reading: Christine Overall, “Heterosexuality and Feminist Theory”

Violence Against Women

- “The War at Home” CBC Documentary—Shelley Saywell (Producer & Director)
- Lisa Rosenberg and Ann Duffy, “Violence against Women”
- Joanne Minaker and Laureen Snider, “Husband Abuse: Equality with a Vengeance?”

Guest Speakers

Guest Speaker, Michaela Thompson.

- Wednesday, January 27th
- Judith Shapiro, “Transsexualism: Reflections on The Persistence of Gender and The Mutability of Sex”—read the first 9 pages (up to but not including “Transsexual Embodiment”), and then the last section “The Paradox of Sex and Gender”

Guest Speaker, Raoudha Kallel

- Wednesday, February 10th
- Islamic Feminisms—Raoudha Kallel

Guest Speaker, Jacquie Aitken

- Wednesday, March 31st
- Violence Against Women: Trauma Unfolding

STUDENT RESPONSIBILITIES:

1. Recall that one of the requirements for registering for remote learning is that you have a computer with a webcam and reliable internet connection. As such, students will be required to turn on their cameras during class. Exceptions will be made on a case-by-case basis with good reasons and evidence as to why you cannot meet this requirement.

2. Regular attendance and participation in discussion is expected, which is another reason why having your camera on is a requirement of the course. Participation is a way to help advance the discussion, gain understanding of course material, and encourage others.
3. Please do not be late for class.
4. Students are expected to complete assigned readings before class. Do not fall behind in the assigned readings because it is difficult to catch up.
5. If students miss class, it is their responsibility to obtain the information they missed. If available, recorded lectures may be shared in the case of reasonable absences.
6. Be thoughtful about where you are located during class and while you are watching recorded lectures. Do not separately record or share any content containing members of the class (including the instructor) without express written consent. The information shared during lectures falls under the purview of the Freedom of Information and Protection of Privacy Act, and hence any violations will be punishable according to this act. <https://www.servicealberta.ca/foip/legislation/foip-act.cfm>.

Refer to the College Policy on Student Rights and Responsibilities at <https://www.gprc.ab.ca/about/administration/policies/>

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

**Note: all Academic and Administrative policies are available on the same page.

Additional Information:

Classroom Etiquette

- Because the issues we will be discussing are complex and controversial, there are bound to be many different opinions about them. An important ground rule for this course is a commitment from all students to help build a respectful learning environment where we are all comfortable expressing our views and learn from one another.
- You are encouraged to keep an open mind, allow for the exchange of views, and respect opposing viewpoints. Also keep in mind that some of the issues we will address will be highly personal so consider the types of responses you are willing to share with other people in this class. It will be expected that all individuals will maintain confidentiality of the class discussions, but you do not have to share experiences you would rather not disclose. Don't be afraid, however, of carefully examining what you believe and why you believe it.
- Also, be cognizant of the fact that women's studies is an academic discipline that although draws from women's personal experiences is not meant to be a substitute for personal counseling nor an entertaining or dramatic chat session more suited to daytime talk shows. One of the difficult aspects of this course is that we will examine how we have been systematically taught and internalized misinformation about ourselves and others.
- We will also be confronting how we participate in this process ourselves. The issues confronted in this course will affect some of us deeply and personally. Please be gentle with yourself should issues arise for you and feel free to talk to the instructor about such matters or for a referral for counseling should the need arise.

Remote Learning Etiquette

(The following list has been created from experiences with remote learning last term. Please feel free to add things you've learned during the discussion)

- Do not log into class while you are still under the covers in bed.
- Come to class fully clothed.
- Zoom chat etiquette is the same as verbal chat etiquette.
 - Be respectful with the comments you make in the chat.
 - Stay on topic.
 - Generally speaking, do not use the chat in the same way you use this feature on social media.
- Avoid distractions.
 - Only have the course up on your screen.
 - Wear headphones to help cut out external noise.
- Stay off your phone during class!!! Seriously, I can see when you are looking at your phone. Cell phones in general are a pet peeve of mine, so I am hypersensitive to their misuse during class.
- If for some reason I am dropped from the Zoom lecture, please give me a few minutes to log back in. This issue only occurred three times last term, but I wanted to establish a protocol in case it happens again.
- If you have pets who are not camera shy, you must introduce them to the class at least once throughout the term.