COURSE OUTLINE

WGST101

INTRODUCTION TO WOMEN’S STUDIES II

45 HOURS
3 CREDITS

PREPARED BY: ________________________________
Instructor Name

DATE: ________________________________

APPROVED BY: ________________________________
Dr. Andrew Richardson, Dean

DATE: ________________________________
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Course Outline prepared by Susan Gwynne-Timothy

Yukon College
P.O. Box 2799
Whitehorse, YT
Y1A 5K
APPLIED ARTS DIVISION
Introduction to Women’s Studies II
3 Credit Course
Winter Semester, 2015

INTRODUCTION TO WOMEN’S STUDIES II

INSTRUCTOR: Susan Gwynne-Timothy
OFFICE HOURS: by appointment

OFFICE LOCATION: N/A
CLASSROOM: A2605

E-MAIL: gwynne-thompson@northwestel.net
TIME: 10.30am-12.00pm

TELEPHONE: 660-4224
DATES: Tuesdays and Thursdays

ACADEMIC CALENDAR DESCRIPTION

A continuation of WGST 100. Past and present conditions of women’s lives are further analyzed from a variety of perspectives with emphasis placed on the different experiences of women depending on race, ethnicity, age, class, religion and region.

COURSE DESCRIPTION

This course is an interdisciplinary introduction to Women’s Studies. Various theoretical explanations for the acquisition, development, and maintenance of female/male gender roles are examined, and the implications of gender assignment in the daily lives of women and men are discussed. Past and present conditions of women’s lives are analysed from a variety of perspectives with emphasis placed on the different experiences of women depending on their race, ethnicity, age, class, religion and region.

PREREQUISITES
WGST 100.
TRANSFERABILITY

CAMO HUM 100 lev (3)          SFU GSWS 1xx(3)
UBC WMST 1st (3); YUKO WMST 100 & YUKO WMST 101 = UBC WMST 1st (6). Precludes credit for UBC WMST 101 & UBC WMST 102.
UBCO GWST 1st (3)              UVIC WS 104 (1.5)

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- explain the historical position of women in Western Society
- describe basic theories by and about women regarding their subordination, activism and advancement
- apply an understanding of the social construction of gender to personal life situations and our society, eg. media commentary
- develop their knowledge and appreciation of the diversity of women
- present their perceptions of the local and global issues which women face today.

DELIVERY METHODS

Classes will consist of lectures and discussions based on the texts, readings and films in the course, plus student presentations. We may have a guest lecturer or a field trip (to be decided).

ASSESSMENTS

Attendance/Participation
10% of the mark will be given for a combination of attendance and good participation
- Your participation in class is essential to the development of class unity and the learning process for everyone including yourself.
- Group discussion offers you a forum in which to express your own ideas and to be educated through the ideas of others.
- We will create together a respectful environment where everyone will feel safe and encouraged to speak. This means that each person must monitor their own speech so that they do not “give” more than their fair share. When you are uncertain about something --ask, probably someone else is wondering the same thing.

Assignments:

Paper
- Commentary on "Halfbreed" by Maria Campbell for those who did not do this
book in WGST100, or “Thunder in My Soul” by Patricia Monture-Angus

- 10 pages (max) double spaced, title page and reference page extra.
- Focus on what you learned about the construction of women and men and power relationships in our society. What is/was society like during the time that the story takes place as far as gender relations, race relations, power priorities of "the system", image of women etc?)
- Most important to me is that you use the concepts, and understandings you have learned in this course to compare and contrast with the experience of the women in the story.

Projects:

As a part of this course you will also be given several short projects/assignments, see in Course Outline below. Three major ones are:

1. Brief in-class presentations on topics described on specific dates in syllabus.

2. Note-Taking /Journaling
   Your note taking is a key part of your learning process in this course. You need to come prepared to class with notes on the Reading of the day.
   Each week you take notes about:
   - The reading (when you are reading it)
   - The lecture in class
   - The film for that week if there is one.
   - You will be expected to share excerpts of the key points of the reading in class discussion time. Making short summaries of the points of the reading and the lectures is helpful for you (not only for class but for your exam study as well). The number and their weighting should be listed.

Tests

- There are two exams in this course, a mid-term and a final exam. Examinations will cover lecture material, assigned readings, and some film content.
- The mid-term exam will be composed of short questions, which are true/ false, and multiple choice, as well as definitions. These questions cover an overview of the course to that point.
- The final exam is scheduled during exam week. It covers the course from mid-term to near the end of term

EVALUATION

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<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Class attendance/participation</td>
<td>10</td>
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<tr>
<td>Exam mid-term</td>
<td>30 due Feb 17</td>
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<tr>
<td>Paper</td>
<td>30 due March. 24</td>
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Final Exam 30 exam week
Total 100

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>EVALUATION (Percentage)</th>
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<td>Paper</td>
<td>30</td>
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<tr>
<td>Final Exam</td>
<td>30</td>
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REQUIRED TEXTBOOKS AND MATERIALS

1. Reprotext WMST 100:
This text is a collection of interdisciplinary readings in Women’s Studies. It will be handed out at your first class.
4. Half-Breed by Maria Campbell, University of Nebraska Press 1982

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person’s writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student’s responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.
WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: www.yukoncollege.yk.ca/student_info/pages/writing_centre.
Jan 6  Welcome and Overview of Course  
Film: My Feminism 1997  
By Dominique Cardona and Laurie Colbert

Jan 8  Global Feminism  
Reading: “Visionary Feminism” and “Global Feminism” bel Hooks, Vandana Shiva  
article in Guardian Nov 1/13 re problem is anti-life economic system  
Dr Wanda Krause: Topics in Global Feminism, focussing on middle east women’s experience

Jan 13 Topics in Global Feminism cont’d  
Dr Wanda Krause

Jan 15 Looking back 100 years: explaining the Western Construction of Woman  
through Classic Feminist Literature  
Reading: “Introduction” Virginia Woolf  ix-xxiv Michelle Barrett

Lecture: Who Is Virginia Woolf? Why are We Reading Her Books in This Course? We read them because she states what is wrong with our society to this day, as seen during our look at Global Feminism. Virginia recognized the need for women to frame this issue in a new way, with explanations of the patriarchy kick-back that are still right on target.  
Film: Bio on Virginia

• In the Reprotext there are reading notes to accompany this introduction above that identify the key points and themes.  
Be sure to read these.

Jan 20A Room of One’s Own 3-103
Questions in Reprotext

Jan 22  A Room of One’s Own, cont’d

Questions in Reprotext

Jan 27  Three Guineas  Virginia Woolf  117-142, 145-173

Questions in Reprotext

Jan 29  Three Guineas  173/4-199, 200-222

Questions in Reprotext

Feb 3  Three Guineas 223-246 + scan notes for Three Guineas 249-272

Questions in Reprotext

Feb 5  Feminist Theories
Reading- Feminist Politics: Where We Stand - bel Hooks Text
Out of class research assignment

Arrange with your research partner how you will do your research
• See the basic premises of Liberal, Marxist, Socialist, and Radical Feminisms (in reprotext), also Eco-Feminism and Womanism (handouts). Choose 2 feminisms you want to research.
• Then choose two of the following topics: What do these feminist theories say about: women’s work, women’s bodies, gender relations historically, future visions?
• Make summaries of your findings.
• Plan on a 5 minute presentation you will share with your classmates and 5 minutes for discussion next class

Feb 10  Feminist Theories  Class presentations and discussion

Feb 12  Review of first section of course
Discussion

Feb 17  Mid term Exam

Feb 19  Simone de Beauvoir “The Second Sex” in Reprotext
Youtube video of her life

Feb 24 Communities of Women: Ojibwa Society and 1950s Suburban North American Women
Readings:
1. “The Feminine Mystique” by Betty Freidan (Also read short excerpt on page 23B-D)
2. “Women in Huron and Ojibwa Societies” by Marlene Brant Castellano Reprotex
Lecture: Betty Friedan, her achievement and her limitations

Feb 26 Kim Hudson: Two Worlds
Studying the contrast: comments on First Nations/Western viewpoints, Masculine/Feminine and virgin’s journey

March 3-7 READING WEEK
NO CLASSES

March 10 Imaging Women: Media Images of First Nations Women
Watch film in library re Pocahontas
Reading: “Savage Erotica Exotica” by M.Guerrero in Reprotex

March 12 First Nations Women and The Women’s Movement
Reading:
“The Untold Story: Iroquois Influence of Early Feminists”
by Sally Roesch Wagner in Reprotex

March 17 First Nations women finding their distinct voices: “writing to survive”, persisting and resisting assimilation so as to nourish their souls nb Patricia Monture

March 19 Women and Visual Art
Reading: “My Struggle As A Woman Artist” Judy Chicago
Film: Judy Chicago’s The Dinner Party
March 24  Canadian Women Artists and Writers
Film: By Women’s Hands
Contrast experience of women as visual artists and writers

March 24 Paper--Book Commentary due today

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March 26  Canadian Women Artists & Writers cont’d
Alice Munro Canadian Woman Writer, now Nobel Laureate
Margaret Atwood especially as commentator on the Patriarchy with “Handmaid’s Tale” 1984
Discuss these celebrated, white, middle class Canadian authors from feminist viewpoint

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March 31  Women & the Power of Vulnerability: Brene Brown

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April 2   Women and Ageing
1. “Aging Women, Well-Being, Beauty and Power”
Reprotext 43-48
Film: The Battle for Self-Esteem: Gloria Steinem
Or other film
YC Library HQ1206.G66

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April 7 Gendered Verbal Communications: “She said-He said”
1. Gendered Communications Practices -Julia Wood (32/3-42)
2. Sisterhood is Still Powerful bel Hooks (pages 13 & 14 only) T

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April 9 Overview of the exam
Discussion