

**APPLIED ARTS DIVISION
School of Liberal Arts
Winter, 2017**



COURSE OUTLINE

WGST 101-ONLINE

INTRODUCTION TO WOMEN'S STUDIES II

**45 HOURS
3 CREDITS**

PREPARED BY: Jade Boyd

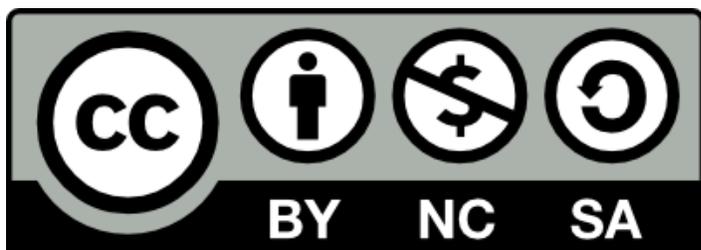
DATE: April, 2016

APPROVED BY:

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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APPLIED ARTS DIVISION
WGST 101
3 Credit Course
Winter Semester, 2017

INTRODUCTION TO WOMEN'S STUDIES II

INSTRUCTOR: Jade Boyd

OFFICE HOURS: By Appointment via Moodle Chat

OFFICE & CLASSROOM LOCATION: Online **E-MAIL:** jboyd@yukoncollege.yk.ca

TECHNICAL SUPPORT: help.yukoncollege.yk.ca

TELEPHONE: (867) 668-8770 (Admin Ast.)

DATES/TIMES: Jan. 4 - Apr. 21 2017

DETAILED 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.

This particular course builds upon WGST 100 to addresses the above themes through analyses of media, representation and popular culture

PREREQUISITES

WGST 100

EQUIVALENCY OR TRANSFERABILITY

CAMO HUM 100 lev (3) SFU GSWS 1xx (3)
UBC GRSJ 1st (3); YUKO WMST 100 & YUKO WMST 101 = UBC GRSJ 1st (6)
Precludes credit for UBC GRSJ 101 & UBC GRSJ 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, e.g. 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.

EVALUATION

Your final mark in the class will be based on the following:

<i>Participation in 3 on-line forums</i>	15%
<i>Midterm Exam</i>	25%
<i>Term Paper</i>	30%
<i>Final Exam</i>	30%
Total	100%

STATEMENT OF RESPECT

Students, instructors, guests and course materials (readings/media) in WGST courses often raise controversial issues in the course of on-line and/or classroom discussion. It is vital that your fellow students and instructor(s) be treated respectfully at all times and in all interactions. Disagreements are vital to thinking through new ideas and should be treated as part of a process rather than as absolute. Remember to also be mindful of word usage and expression - offensive language will not be tolerated. Assignments in this class follow the conventions of grammar and punctuation expected in all academic writing. Language in WGST assignments should be non-sexist, non-racist, and non-heterosexist.

REQUIRED TEXTBOOKS

1. Dines, Gail & Humez, Jean (2015). *Gender, Race, and Class in Media: A Critical Reader, Fourth Edition*. L.A.: Sage. ISBN 978-1-4522-5906-2
*Available for purchase in the bookstore.
2. Additional articles available weekly on Moodle
3. Films and video clips to be viewed as part of the course (see class schedule for details). Note: video clips and films are an integral part of the

course texts and need to be treated as such. In other words, they are not intended for “entertainment” purposes and will be included as testable material.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

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.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

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.

Resource Links:

- APA Citation Guide:
http://wiki.ubc.ca/Library:How_to_Cite/Major_Style_Guides
- Resource Guides for writing a paper:
<http://learningcommons.ubc.ca/resource-guides/>
- Critical Thinking: <http://www.sussex.ac.uk/s3/index.php?id=87>
- Critical Thinking:
http://www2.napier.ac.uk/getready/managing_information/critical_thinking.html
- Critical Reading v. Critical Thinking:
http://www.criticalreading.com/critical_reading_thinking.htm
- Extending and Developing Your Thinking Skills:
<http://www.open.edu/openlearn/education/extending-and-developing-your-thinking-skills/content-section-0>

SCHEDULE OF TOPICS, ASSIGNMENTS AND READINGS:

Week 1: Women's and Gender Studies: Introduction to WGST 101

See WGST 101 course Moodle for introductions

Week 2: Race, Class and Gender in Media

Reading: Lind, R. A. (2010). Laying a Foundation for Studying race, gender, and the media. In R.A. Lind (Ed.), *Race / Gender / Media: Considering Diversity across Audiences, Content, and Producers* (2nd ed.) (pp. 1-11). Boston, MA: Pearson. (PDF available on Moodle)

Objective: The objective for week two is to begin to consider how issues in women's and gender studies might be analyzed through critical media analysis and media literacy. We begin with the premise that media matters as it impacts relations of power and privilege in society. Thus, in this class we will learn to 'read, criticize and resist' media culture through feminist frameworks. Throughout the course we will consider the following: how are women represented through various media such as film, television, on-line, social media, adverts, news print and within popular culture? This week should provide a solid framework for the topics covered in the weeks to follow.

Week 3: Construction of Race, Class and Gender in Advertising

Reading1: Gill, Rosalind. Supersexualize me! Advertising and the "midriffs". Pp. 278-284. Course Book.

Activity1: View *Codes of Gender* (2009) 72 mins (available on Moodle)

Assignment: On-line forum 1

Objective: To introduce students to a variety of ways women's sexuality is framed within advertising media, including ways that co-opt feminist discourses.

Week 4: Whiteness, Privilege and Motherhood

Reading 1: Shome, Raka. "Global Motherhood": The transnational intimacies of white femininity. Pp. 108-117. Course Book.

Reading 2: Hanson, Erin. ((n.d.). The Sixties Scoop and Aboriginal Child Welfare. Indigenous Foundations: Government Policies. Arts UBC. On Moodle.

Objective: To learn about the phenomenon and impact of discourses of global (white) motherhood, as they are represented in popular culture and in Canada. Key words: Global motherhood, transnational contexts, the 60s scoop.

Week 5: Rich Bitches and Welfare Queens: Considering Social Class

Reading 1: The "rich bitch": Class and gender on the Real Housewives of New York City. pp. 143-156. Course Book

Viewing: The Racialization of Poverty. Time Wise. 10 mins

Objective: To practice critical reading of popular media texts. To consider the range of behavioural and cultural expectations that are associated with social class, gender and whiteness (race, as a social construct) -- particularly in relation to representations of motherhood.

Week 6: Sexualizing Representations of Racialized Women in Sport

Reading 1: Hall, Stuart. The whites of their eyes: Racist ideologies and the media. pp. 104-107. Course Book.

Reading 2: McKay & Johnson. Pornographic Eroticism and sexual grotesquerie in Representations of African American Sportswomen. pp. 118-127. Course Book.

Viewing: *Miss Representation* (2011) by Jennifer Newsom (90 min.)

Objective: To consider the ways in which racist ideologies permeate the media. To explore, as a case study, the historical European colonial legacy of displaying, representing and pornographically eroticizing black women's bodies with attention to how such racialized representations resonate within mainstream depictions of sporting women today. To become familiar with key terms: infernal racism, overt racism, ideology.

Week 7: Midterm *No readings this week

Week 8: Picturing Orientalism

Reading: Wang, Grace. A shot at half-exposure: Asian Americans in reality TV shows. pp. 536-544. Course Book.

Viewing 1: Picturing Orientalism (Valerie Soe, 1992)

Viewing 2: Ultra Rich Asian Girls (HBICtv)

Assignment: Forum 2

Objective: To gain insight into existing stereotypes of Asian Americans and Canadians in relation to how they are perpetuated within reality television.

Week 9: The Absence/Presence of Indigenous People in Media

Reading 1: Gilchrist, K. (2010). "Newsworthy" Victims? *Feminist Media Studies* 10(4): 373-390. On moodle.

Reading 2: Hanson, E. (n.d.). A brief history of the marginalization of Aboriginal women in Canada. Indigenous Foundations: Government Policies. Arts UBC. On Moodle.

Viewing: The White Man's Indian (3mins)

Objective: To consider the impact of the 'absence/presence' of Indigenous women in mainstream media and to gain insight into some of the most salient representations.

Week 10: The White Man's Indian

Reading 1: McCue, Duncan (Jan. 29, 2014). What does it take for Aboriginal people to make the news? *CBC News*. Cbc.ca

Reading 2: Wheeler, Kim. (Nov. 12, 2012). Aboriginal cultural portrayals in pop music, the good, the bad and the ugly. *CBC Music*. Cbc.ca

Viewing: *Reel Injun* (2009) by Cree filmmaker Neil Diamond, 85 mins.

Objective: To further interrogate the absence/presence of Indigenous people in mainstream media with attention to the differences between cultural recognition and cultural appropriation.

Week 11: Heteronormative Masculinity and Reality Television.

Reading: Boyd, J. (2015). “You bring great masculinity and truth”: *Feminist Media Studies* 15(4): 675-690.

Viewing 1: Isaac and Arassay (clip SYTYCD)

Viewing 2: Nico and Arassay (clip SYTYCD)

Assignment: Forum 3

Objective: To gain insight into the multiple ways masculinity is represented in popular media in relation to discourses of difference, particularly in dance television.

Week 12: Disciplining Sexuality: Sex/Gender Binaries

Reading 1: Tait, Sue. Television and the domestication of Cosmetic Surgery. 556-564. Course Book

Reading 2: Siebler, Kay. Transgender transitions: Sex/Gender Binaries in the Digital Age. Pp. 132-142. Course Book.

Objective: This week explores representations of plastic surgery on reality TV. Students will gain an understanding as to how the representational practice may be complicit in gender, sex and race-based oppressions. Students will further explore representations of trans people in popular media and consider the ways in which such representations risk reifying sex/gender norms (masculine/feminine norms that are exploited in reality TV plastic surgery shows).

Week 13: * Final Paper Due

Use this time to prepare for your final exam. Consider the key themes of the course together in their entirety.

ASSIGNMENTS AND ASSIGNMENT GUIDELINES:

- Assignments are due in Microsoft Word electronic format (doc. or docx) via e-mail by midnight of the assigned due date. Assignments must be submitted in the Assignment Drop Box through the course website.
- File titles must follow this pattern: Last Name, First Name, name of assignment (i.e. Final Paper), student number.
- All written assignments must be double spaced and typed using Times New Roman in 12 point font on 8.5 x 11 size paper, with 1 inch margins. Spelling, grammar and content organization will be evaluated.
- All written papers must use American Psychological Association (APA) citation style.
- Late assignments will be deducted one letter grade per week, or 3 % per day. Please keep a digital backup of your assignment until your marked paper is returned.

Class Participation 15%: Three on-line forums (Weeks 3, 8 & 10)

On-Line Discussion Forum: All students must participate in the three discussion forums during the semester. Drawing from course material students are required to post during three assigned weeks. Questions for discussion are posted in the corresponding weeks for which they are due. **Comments should be less than 250 words.**

Assignment Forum 1: Gender Codes (Week 3)

Assignment Forum 2: Picturing Orientalism (Week 8)

Assignment Forum 3: Masculinity and Gender Norms (Week 10)

Note:

Be prepared by having each week's material read on time. Your critical analysis is expected, and should be evident in your responses to on-line forum questions related to the readings and in all engagements with participants' postings.

Some fundamentals for active reading - Consider:

What is the main argument?

How does the author/researcher go about making and defending this argument?

What theoretical traditions are covered, drawn upon, and criticized?

What are the core concepts' strengths and shortcomings?

How might this topic, study, or argument be approached differently?

How does this topic, study, or argument connect to everyday life?

How does it compare with previous readings and discussions in the class?

Midterm Exam: 25% (Week 7)

This timed, on-line exam draws from any/all course material covered thus far from week one to week seven including readings, lectures, presentations, films and activities. It will take the form of short answer and timed multiple-choice questions and will be open-book.

Term Paper: Five pages 30% (Due Week 13)

Drawing on course material, write a five-page paper (including bibliography) on the topic provided (TBA) from a critical feminist perspective.

Students must write an original critical feminist textual analysis of a media text (TBA) covered in the course (this may be a TV show, film, celebrity phenomena, representational trend, or on-line tendency that is featured in an assigned reading or viewing on moodle).

The paper must draw *extensively* on course material (minimum of four) and incorporate at least *one* additional reading from the course textbook. No outside sources should be drawn upon unless they are further situating the media text (in terms of viewership, ratings, marketing etc.) or come from WGST 100 or 101 course books. The essay should be 5 pages double-spaced, including bibliography - (not including title page and optional images).

Guidelines:

Draw on at least four texts from the course and at least one additional reading from the course textbook. (Course texts include all assigned readings and films).

- 1) Include an introduction that frames the research topic (question) and links it to critical feminist perspectives. Your topic choice should be clearly stated.
- 2) Marshall and evaluate evidence to support your arguments; draw data and scholarly arguments from a variety of sources; evaluate competing claims and explanations; build a coherent argument.
- 3) Answer your question. Draw conclusions that are substantiated by your research data.
- 4) Cite all sources used to write the paper using **APA style** (see Resource Links for APA referencing guide). Include a bibliography at the end of the paper. Failure to reference properly constitutes plagiarism so make sure that all direct quotes have quotation marks and all sources used are cited.
- 5) Submit assignment to the Assignment Drop Box in the week for which it is due.

In other words:

1. A media text covered in the course material will be chosen for you to analyze. Draw from course material and your own insights to provide a critical analysis of the stereotypical, cultural and ideological assumptions represented. This should be a feminist informed critique of popular media.
2. Include a brief description the media covered. (What is the show about? What is the trend you are discussing?) Why might the text and image be significant, important or problematic in relation to intersectional themes in the course on race, class, gender, ethnicity and sex?

3. Provide information as to what other people have said about this particular media text or trend, or in relation to aspects of it. What did the authors we read say? (You may not have a direct reading on a show like *Ultra Rich Asian Girls* but you do have several readings on representations of race, class and gender.)

4. Continue to your analysis:

What can you add to the existing debate? While you may begin your paper by highlighting things that are apparent to most viewers (e.g., “This TV show on plastic surgery is using women’s insecurities to promote itself.”), try to ultimately delve deeper into the text in order to provide the reader with a more nuanced analysis. In other words, try to provide the reader with an “aha” experience by providing support for your analysis.

Remember do not make claims without support. Therefore, if you claim, for instance, that *Extreme Makeover* portrays a certain negative (or positive) view of working class women, provide examples from the show, your course readings and/or course films to illustrate your point.

5. End your analysis with concluding remarks. This is a summary of your findings, such as what you have most significantly discovered in relation to other works on the subject.

Assignments will be graded on the following criteria:

1. Assignment criteria are followed.
2. Demonstrated relevance of analysis to the course and integration of course material.
3. Good organization and coherent development of arguments.
4. Demonstration of originality and critical thinking.
5. Clear writing and communication.

Take note:

1. Images can encompass multiple, and sometimes competing meanings and can also be understood in different ways by different people (through oppositional readings for example). This means that no meaning is ‘fixed,’ however dominant (popular) understandings of an image tend to be ones that draw upon familiar (repetitive) stereotypes.

2. The term ‘critical’ in social theory does not mean ‘negative’ -as it is often used in everyday speech. Rather, critical in this case refers to a way of using your thinking skills to be questioning and skeptical rather than simply accepting, to be active rather than passive, and to interrogate meanings rather than assume them. Ask yourself whether you are seeing the whole picture or is something being left out? Critical thinking requires you to explore the evidence and carefully consider what might be accurate. See the [Resource Links](#) for

further details.

Final Exam: 30% (date to be determined)

The final exam is cumulative therefore it draws from any/all course material covered in the course, including readings, lectures, presentations, films and activities. It will take the form of any combination of multiple choice questions, short answer and/or essay format.

Grading System

Yukon College's grading system is a letter-grade system based on a 4.0 point scale:

Grade	Grade Point Value	% Equiv. Most Yukon College Courses	% Equiv. Trades & Office Admin. Programs only
A+	4	95 - 100	A = 90 - 100
A	4	86 - 94	
A-	3.7	80 - 85	
B+	3.5	75 - 79	
B	3	70 - 74	B = 80 - 90
B-	2.7	65 - 69	
C+	2.5	62 - 64	
C	2	58 - 61	C = 70 - 79
C-	1.7	55 - 57	
D	1	50 - 54	D = 60 - 69
F	0	under 50	F = under 60