

APPLIED ARTS DIVISION
School of Liberal Arts
Winter, 2018



COURSE OUTLINE

WGST 101

INTRODUCTION TO WOMEN'S STUDIES II (Online)

3 CREDITS

PREPARED BY: Dr Michelle Walks

DATE: November 13, 2017

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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INTRODUCTION TO WOMEN'S STUDIES II

INSTRUCTOR: Dr Michelle Walks **OFFICE HOURS:** Mon. 11:30-12:30 &
by appointment (online)

OFFICE LOCATION: N/A **CLASSROOM:** Online Delivery (Moodle)

E-MAIL: mwalks@yukoncollege.yk.ca **TIME:** Ongoing

TELEPHONE: (867) 668-8770 (Admin Ast) **DATES:** January 3 - April 25, 2018

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

With an interdisciplinary approach, this course focuses on contemporary experiences of women in Canada and transnationally, while contextualizing them within various feminist theories. Three main foci of this course are popular culture, northern Canadian experiences, and human reproduction. Students will gain an appreciation and respect for diverse gendered and intersectional experiences in relation to contemporary issues in Canada and transnationally.

PREREQUISITES

WGST 100.

RELATED COURSE REQUIREMENTS

Students are required to have access to a desktop computer, laptop or tablet that can run and operate the online Moodle platform. It is recommended that students have access to wired high-speed internet to efficiently use Moodle. No web cam is needed for this online course. Further detail is noted below in assignments and weekly

COURSE FORMAT

Distance Education - Online/Moodle

EVALUATION

Online Participation	15%
Mini Assignments	20%
Short Essays	35%
Final Exam	30%
Total	100%

REQUIRED TEXTBOOKS AND MATERIALS

1. Various articles and chapters, available through the Yukon College library (online) or directly available on Moodle. [No physical textbook.]
2. Various films, video clips, and PowerPoint presentations are to be viewed as part of the course. Links and files are available on Moodle (and within the syllabus). See the class schedule. Note: These are an integral part of the course, and are to be treated as texts; they are not optional.

ASSESSMENTS

Participation **15%**
(ongoing)

As this course is offered through Distance Education, students are expected to participate in the class by being involved with class discussion, including (but not limited to) posted weekly discussion questions. Questions will be posted by 1pm each Monday, and are focused on critical engagement with the weekly readings. Students are expected to participate by replying to at least one of the posted questions each week (minimum 10x), with a thoughtful/engaged response of at least 15 words **AND** replying to one other student's comments (minimum 10 words). (Students are allowed to 'skip' or have a 'free pass' on participation for 3 weeks during the semester, in addition to Reading Week.) Students should participate between Monday at 1pm and Friday at 1pm. Completing 10 original engaged, thoughtful, relevant written responses, **AND** 10 responses to other students will result in full marks being assigned. (FYI: Weekly PowerPoints ("lectures") will be posted at the same time as the Discussion Questions - around 1pm on Mondays.)

Assignments

MINI ASSIGNMENTS

20% ongoing (Each mini-assignment is worth 2%)

Ten times through the term you will “hand-in” a page of 5 points of that week’s reading(s). These 5 points will consist of a total of: 3 summary points of the readings, 1 critique (+ or -) of the readings, and 1 discussion question based on the readings. (Regardless of how many readings are assigned in a given week, students will complete a total of 5 points. In other words, it is not 5 points per reading, but 5 points per week. Students need to clearly identify which points relate to which readings.) Strong discussion questions are How, Why, and What questions, that are not able to be answered with a Yes or No, unless you also include a Why or How after it, as part of the question. To give context, include add a quote or brief (1-2 sentence) discussion relating to the textbook or reading before posing each question. Critical thinking and reflection questions work well, as do linking key terms or examples from the text to your lived experiences (ie: “The text talked about [blahblah concept/ example]. How have you heard this concept talked about before?, or “...were you able relate it to an experience you have had or a friend’s experience? How so?”).

Summary points can be as short as 1-sentence per point, and if they reference something on a particular page, the page number (and author, date) should be noted. As these assignments will have you forming your own study guide, you might prefer to write more for each summary point. Clarity is important regardless of length.

Marking of these 5 points will relate to relevancy of the material to the readings, and evidence of critical thinking. Early comments/feedback on these will help with success in future weeks. Identifying which points are the key points, critiques, and discussion questions is important. Full citation of any article or chapter used is also necessary - you can refer to the syllabus for proper expected citations.

At the top of the page, make sure your name, student number, the date), and the full citation (as it is noted in the syllabus) for the related/cited readings. (Alternately, the full citation can be at the bottom of the page). If any assignment is longer than 1-page and use page numbers. Use appropriate in-text citation (inc. page numbers) (ie: Author 2013,p#). Please note that these are always due on Mondays by noon. (You can choose two weeks to skip, as well as not complete them in weeks 1 or 8.)

SHORT ESSAYS

35%

Due: FEB.16 & MAR. 23

During the course you will write two short essays (950-1100 words). You will be assigned a choice of topics/questions for the essays about two weeks before the essay is due. The essays will be focused on: 1) material presented in the first 7 weeks (due: week 7), and 2) material presented in weeks 9-12 (due: week 12). Essays will relate to the readings, and also require links to other course materials. Essays do not need a title page, but your name, student number, and course number must be on each page (in a header or footer). Use times New Roman 12-point font, double space, and

number pages. More information will be given when the topics are distributed. Essays are due via email, by midnight of the due date.

Essay #1 is /15, Essay #2 is /20.

FINAL 30%

Date: TBD

The final exam will be a cumulative exam. It will consist of fill-in-the-blank, multiple choice, and short answer questions, as well as one short essay question. (Possible essay questions will be distributed during the last week of class.)

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.

THE LORENE ROBERTSON WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. The Lorene Robertson Writing Centre is staffed by helpful writing coaches from across the College and offers one-on-one appointments to students in need of writing support.

The Lorene Robertson Writing Centre can help you:

- Get started on an assignment and focus your ideas
- Outline and plan your assignment
- Write clearly, logically and effectively
- Address specific needs and writing problems
- Revise the first and final drafts of your project
- Gain confidence in your writing

For in-person appointments, the Centre coaching office is located in the Academic Support Centre in room A2302. You can also participate in coaching appointments over the phone or online. see the Academic Support Centre schedule for English and writing support times.

TOPIC OUTLINE

(This syllabus is subject to minor changes prior to the start date of classes)

Each week includes weekly readings, films, reviewing the PowerPoint (available on Moodle), and critically thinking about and possibly discussing (on Moodle) the instructor's Discussion Questions, all while focused on the Objective for the week. (Some weeks also include watching videos/films online. Film links that are given below are considered as part of your weekly readings; thus you can include them in your weekly mini assignments.)

Week 1 - A RE-INTRODUCTION TO WOMEN & GENDER STUDIES

January 3-5

-Introduce yourself on Moodle

-fill out the in-take survey

-respond to posted Discussion Questions on Moodle (re: film)

If you have not read West's article (last term), read it for this week:

READ: West's online article

West, Lindy. 2015. "Trigger warnings don't hinder freedom of expression: they expand

it." *The Guardian* August 18. Available online:

<http://www.theguardian.com/education/commentisfree/2015/aug/18/trigger-warnings-dont-hinder-freedom-expression>

Watch: *Miss Representation* (1h25m, 2011)

OBJECTIVE: to begin to consider what popular culture is, and how it relates to feminism, representation, racism, sexism, classism, and people of all genders; also to consider how trigger warnings are discussed in popular culture, and how trigger warnings can prove to be beneficial to students.

BY OR ON FRIDAY: get yourself acquainted with Moodle, introduce yourself to everyone on Moodle (name, interest in the class, when you took WGST 100), and watch *Miss Representation*

*Now is the best time to also ask questions of clarification about the syllabus.

CONSIDER & DISCUSS (with others on Moodle): the weekly Discussion Questions - written response is required, as the questions are to encourage you to critically think, and to engage with the week's topics and readings.

REVIEW: Week 1 PPTs

COMPLETE: intake survey & submit it to Dr Michelle Walks

Week 2: INTRODUCTION TO MEDIA, POPULAR CULTURE, & REPRESENTATION

January 8-12

Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist* 104(3):783-790.

Lind, R. A. 2010. "Laying a Foundation for Studying race, gender, and the media." In *Race /*

Gender / Media: Considering Diversity across Audiences, Content, and Producers. Second Edition. R.A.Lind, Editor. Pp. 1-11. Boston, MA: Pearson.

Watch: *Reel Injun* https://www.nfb.ca/film/reel_injun/ (1h29m, 2009)

OBJECTIVE: to consider how Others are represented in the media, and how the public

responds to these representations; to also critically think about how power and privilege relate to popular culture, and how issues related to Women and Gender Studies are analyzed through a critical media analysis and media literacy lens

CONSIDER & DISCUSS (with others on Moodle): the weekly Discussion Questions - written response is required, as the questions are to encourage you to critically think, and to engage with the week's topics and readings.

REVIEW: Week 2 PPT

HAND-IN: your mini assignment, via email

Week 3: HEGEMONIC MASCULINITY & (CANADIAN) MEDIA

January 15-19

Ricciardelli, Rosemary, Kimberley A. Clow, and Philip White. 2010. "Investigating Hegemonic

Masculinity: Portrayals of Masculinity in Men's Lifestyle Magazines." *Sex Roles* 63:64-78.

Trimble, Linda, Daisy Raphael, Shannon Sampert, Angelia Wagner, and Bailey Gerrits. 2015.

"Politicizing Bodies: Hegemonic Masculinity, Heteronormativity, and Racism in News Representations of Canadian Political Party Leadership Candidates." *Women's Studies in Communication* 38(3):314-330.

Watch: *The Mask You Live In* (1h37m, 2015)

OBJECTIVES: to differentiate how men and masculinity/masculinities are portrayed in the media compared to women and femininity/femininities; to

identify the four main type of masculinity according to R.W. Connell, and apply them to examples; to investigate the influence of culture on boys, men, and masculinities

CONSIDER & DISCUSS (with others on Moodle): the weekly Discussion Questions - written response is required, as the questions are to encourage you to critically think, and to engage with the week's topics and readings.

REVIEW: Week 3 PPTs

HAND-IN: your mini assignment, via email

Week 4: BLOGGING, REPRESENTATION, & COMMUNITY

January 22-26

Mackay, Steph, and Christine Dallaire. 2013. "Skirtboarder net-a-narratives: Young women creating their own skateboarding (re)presentations." *International Review for the Sociology of Sport* 48(2):171-195.

Hunter, Andrea. 2015. "Lesbian Mommy Blogging in Canada: Documenting Subtle Homophobia in Canadian Society and Building Community Online." *Journal of Lesbian Studies* 19(2):212-229.

OBJECTIVES: to review two examples of women having agency over their social media representations, as well as the complexities of representation

CONSIDER & DISCUSS (with others on Moodle): the weekly Discussion Questions - written response is required, as the questions are to encourage you to critically think, and to engage with the week's topics and readings.

REVIEW: Week 4 PPTs

HAND-IN: your mini assignment, via email

Week 5: STAYING STATIC: MEDIA REPRESENTATIONS & STEREOTYPES

January 29 - February 2

Behm-Morawitz, Elizabeth. 2017. "Examining the intersection of race and gender in video game advertising." *Journal of Marketing Communications* 23(3):220-239.

Serano, Julia. 2005. "Skirt Chasers: Why the Media Depicts the Trans Revolution in Lipstick and Heels." *Bitch Magazine* 26. Available online:

<http://www.juliaserano.com/outside.html#skirtchasers>

WATCH: "Colour of Beauty" (17m)

https://www.nfb.ca/playlists/nfb_celebrates_black_history_month/viewing/colour_of_beauty/

OBJECTIVES: to focus specifically on media representations and stereotypes of vulnerable and marginalized populations and people, and challenging/critiquing the mainstream portrayals of such people

CONSIDER & DISCUSS (with others on Moodle): the weekly Discussion Questions - written response is required, as the questions are to encourage you to critically think, and to engage with the week's topics and readings.

REVIEW: Week 4 PPTs

HAND-IN: your mini assignment, via email

Week 6: GENDER, FEMINISM, AND CROSS-CULTURAL ASSUMPTIONS

February 5-9

Hainoff, Amy Adele. 2014. "'Myspace led girl to Mideast': Race, the online predator myth, and the pathologization of violence." *Sexualities* 17(4):484-500.

Yusupova, Marina. 2014. "Pussy Riot: a feminist band lost in history and translation." *Nationalities Papers: The Journal of Nationalism and Ethnicity* 42(4):604-610.

OBJECTIVES: to focus specifically on media representations and stereotypes of vulnerable and marginalized populations and people, and challenging/critiquing the mainstream portrayals of such people

CONSIDER & DISCUSS (with others on Moodle): the weekly Discussion Questions - written response is required, as the questions are to encourage you to critically think, and to engage with the week's topics and readings.

REVIEW: Week 6 PPTs

HAND-IN: your mini assignment, via email

Week 7: RECONFIGURING REPRESENTATIONS OF MUSLIM WOMEN

February 12-16

Bakht, Natasha. 2011. "Victim or Aggressor?: Typecasting Muslim Women for their Attire."

Gendered Intersections. Second Edition. C. Lesley Biggs, Susan Gingrell, & Pamela Downe, Editors. Pp.254-258. Halifax, NS: Fernwood. [Moodle]

Siraj, Asifa. 2015. "British Muslim lesbians: reclaiming Islam and reconfiguring religious

identity." *Contemporary Islam* 10(2):185-200.

Thomas, Jasmine. 2015. "Only if She Shows Her Face: Canadian Media Portrayals of

the

Niqab Ban during Citizenship Ceremonies.” *Canadian Ethnic Studies* 47(2):187-201.

Watch: *Speed Sisters* (2016)

OBJECTIVES: to focus specifically on media representations and stereotypes of Muslim women, and highlight how Muslim women challenge these representations and stereotypes in their everyday lives, as multifaceted individuals with agency

CONSIDER & DISCUSS (with others on Moodle): the weekly Discussion Questions - written response is required, as the questions are to encourage you to critically think, and to engage with the week’s topics and readings.

REVIEW: Week 7 PPTs

HAND-IN: your mini assignment, via email

DUE February 16: Essay #1 (based on weeks 1-7)

Week 8 - READING WEEK (NO CLASS, NO READINGS)

February 19-23

Week 9: REPRESENTATIONS OF INUIT WOMEN

February 26 - March 2

MacKenzie, Scott, and Anna Westerstahl Stenport. 2016. “Arnaik Video Productions: Inuit

Women’s Collective Filmmaking, Coalition Politics, and a Globalized Arctic.” *Camera Obscura* 31(3 93):153-163.

Jelinski, Jamie. 2017. “Without Restriction? Inuit Tattooing and the Dr Wyn Rhys-Jones

Photograph Collection at the NWT Archives. *Visual Anthropology* 30(4):344-367.

Watch: TBA

OBJECTIVES: to focus specifically on media representations and stereotypes of vulnerable and marginalized populations and people, and challenging/critiquing the mainstream portrayals of such people

CONSIDER & DISCUSS (with others on Moodle): the weekly Discussion Questions - written response is required, as the questions are to encourage you to critically think, and to engage with the week’s topics and readings.

REVIEW: Week 6 PPTs

HAND-IN: your mini assignment, via email

Week 10: COLONIAL TRAUMA & VULNERABILITY

March 5-9

Kral, Michael J. 2013. "The Weight on Our Shoulders Is Too Much, and We Are Falling."

Medical Anthropology Quarterly 27(1):63-83.

Bunce, Anna, James Ford, and Sherilee Harper. 2016. "Vulnerability and adaptive capacity of

Inuit women to climate change: a case study from Iqaluit, Nunavut." *Natural Hazards* 83(3):1419-1441.

OBJECTIVES: to focus specifically on media representations and stereotypes of vulnerable and marginalized populations and people, and challenging/critiquing the mainstream portrayals of such people

CONSIDER & DISCUSS (with others on Moodle): the weekly Discussion Questions - written response is required, as the questions are to encourage you to critically think, and to engage with the week's topics and readings.

REVIEW: Week 6 PPTs

HAND-IN: your mini assignment, via email

Week 11: NORTHERN INTERGENERATIONAL COMMUNICATIONS

March 12-16

Healey, Gwen. 2014. "Inuit parent perspectives on sexual health communication with adolescent children in Nunavut: It's kind of hard for me to try to find the words." *International Journal of Circumpolar Health* 73(1):1-7.

Fergusson, Jenanne. 2011. "Flows of Language: Intergenerational Connections and Language

Transmission among *dän k'è* (Southern Tutchone) Speakers." *An Anthropology of Mothering*. Michelle Walks and Naomi McPherson, Editors. Pp.115-123.

Bradford, ON: Demeter Press. [Moodle]

OBJECTIVES: to focus specifically on media representations and stereotypes of vulnerable and marginalized populations and people, and challenging/critiquing the mainstream portrayals of such people

CONSIDER & DISCUSS (with others on Moodle): the weekly Discussion Questions - written response is required, as the questions are to encourage you to critically think, and to engage with the week's topics and readings.

REVIEW: Week 6 PPTs

HAND-IN: your mini assignment, via email

Week 12: REPRODUCTION IN CANADA'S NORTH

March 19-23

Cano, Jennifer K., and Angel M. Foster. 2016. "“They made me go through like weeks of

appointments and everything’: Documenting women’s experiences seeking abortion care in Yukon territory, Canada.” *Contraception* 94:489-495.

Van Wagner, Vicki, Brenda Epoo, Julie Nastapoka, and Evelyn Harney. 2007.

“Reclaiming

Birth, Health, and Community: Midwifery in the Inuit Villages of Nunavik, Canada.” *Journal of Midwifery & Women’s Health* 52(4):384-391.

DUE Friday March 23: Essay #2

OBJECTIVES: to focus specifically on media representations and stereotypes of vulnerable and marginalized populations and people, and challenging/critiquing the mainstream portrayals of such people

CONSIDER & DISCUSS (with others on Moodle): the weekly Discussion Questions - written response is required, as the questions are to encourage you to critically think, and to engage with the week’s topics and readings.

REVIEW: Week 6 PPTs

HAND-IN: your mini assignment, via email

Week 13: REPRODUCTION

March 26-30

Han, Sallie. 2015. “The Chemical Pregnancy.” *Journal of the Motherhood Initiative* 5(2):42-53.

Walks, Michelle. 2015 “Masculine Pregnancy: Butch Lesbians’, Trans Men’s, & Genderqueer Individuals’ Experiences.” *Natal Signs: Cultural Representations of Pregnancy, Birth, and Parenting*. Nadya Burton, editor. Pp.41-57. Bradford, ON: Demeter Press. [Moodle]

The Business of Being Born (?)

OBJECTIVES: to focus specifically on media representations and stereotypes of vulnerable and marginalized populations and people, and challenging/critiquing the mainstream portrayals of such people

CONSIDER & DISCUSS (with others on Moodle): the weekly Discussion Questions

- written response is required, as the questions are to encourage you to critically think, and to engage with the week's topics and readings.

REVIEW: Week 13 PPTs

HAND-IN: your mini assignment, via email

Week 14: - GENDERED EXPERIENCES OF IMMIGRANTS TO CANADA

April 2-6

Jiwani, Yasmin. 2011. "'Walking the Hyphen': Discourses of Immigration and Gendered Racism." *Gendered Intersections*. C. Lesley Biggs, Susan Gingell, and Pamela J. Downe, Editors. Pp.146-151. Fernwood Publishing.

Ameeriar, Lalaie. 2012. "The Sanitized Sensorium." *American Anthropologist* 114(3):509-520.

Urbanowski, Elizabeth. 2011. "Medicalized Motherhood." *An Anthropology of Mothering*. Michelle Walks and Naomi McPherson, Editors. Pp.149-158. Demeter Press. [Moodle]

OPTIONAL: Kojima, Dai. 2014. "Migrant Intimacies: Mobilities-in-Difference and *Basue* Tactics in Queer Asian Diasporas." *Anthropologica* 56(1):33-44. [Part of WGST100 last term.]

OBJECTIVES: to focus specifically on media representations and stereotypes of vulnerable and marginalized populations and people, and challenging/critiquing the mainstream portrayals of such people

CONSIDER & DISCUSS (with others on Moodle): the weekly Discussion Questions
- written response is required, as the questions are to encourage you to critically think, and to engage with the week's topics and readings.

REVIEW: Week 14 PPTs

HAND-IN: your mini assignment, via email

Week 15 - REVIEW

April 9-12

No New Readings or Films