

**APPLIED ARTS DIVISION  
WGST 100  
3 Credit Course  
Winter, 2019**



**COURSE OUTLINE**

**COURSE NUMBER: WGST 101**

**COURSE TITLE: Introduction to Women's Studies II**

**HOURS: Distance Education (online)**

**CREDITS: 3**

PREPARED BY: Dr Michelle Walks

DATE: January 4, 2019

APPROVED BY: Kevin Kennedy

DATE: January 4, 2019

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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INTRODUCTION TO WOMEN'S STUDIES II

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**INSTRUCTOR:** Dr Michelle Walks

**OFFICE HOURS:** Tues. 9:30-10:30 &  
by appointment (online or Skype)

**OFFICE LOCATION:** NA

**CLASSROOM:** Moodle

**E-MAIL:** [mwalks@yukoncollege.yk.ca](mailto:mwalks@yukoncollege.yk.ca)

**TIME:** ongoing

**TELEPHONE:** NA

**DATES:** January 3 – April 26, 2019

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**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 reproductive justice. 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**

Noted below in assignments and weekly schedule.

**LEARNING OUTCOMES**

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

1. *critically reflect* on their gendered positions, and beliefs regarding people of all genders;
2. *observe, critically think about, and explain* how gender is portrayed and enacted in Canada's North, and how these relate to intersectionality, feminist theories, popular culture, and experiences of gender of others in Canada (and transnationally);
3. further *develop* their critical thinking and self-reflection skills;

**APPLIED ARTS DIVISION**  
**WGST 101**  
**3 Credit Course**  
**Winter Semester, 2019**

4. further *develop* their *understanding* for the importance of understanding social context, social norms, pressures of popular culture, and intersectionality on people's gendered daily experiences; relate this to the potential betterment of quality of life as it relates to gender; and
5. further *develop* a feminist analysis, and *appreciation* of the relevance of a feminist gaze in today's society;
6. *evaluate* and *apply* feminist perspectives/theories to contemporary experiences of gender in Canada and transnationally, with a focus on the effects of and relationships with popular culture, human reproduction, and colonization.

Further intended learning outcomes are listed in the weekly schedule, as they relate to each week's topic and lessons.

**COURSE FORMAT**

**Distance Education – Online/Moodle**

**EVALUATION**

Online Participation	20%
Mini Assignments	10%
Midterm	30%
Take Home Final Exam	40%

**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**

### **Online Participation**

**20%**

(ongoing)

As this course is offered through Distance Education, students are expected to participate in the class by (respectfully) being involved with class discussion. Four parts make up the participation.

- 1) 5% - Students will respond to another student's Discussion Question (from their mini assignments, described below) in a meaningful and respectful manner (at least 20 words). This will be done 5 times through the semester, each in a different week.
- 2) 5% - Students will respond to one of the instructor's posted Discussion Questions in a meaningful and respectful manner (at least 20 words). This will be done 5 times through the semester, each in a different week.
- 3) 5% - Students will reply to another student's response to either a student's or the instructor's Discussion Questions, in a meaningful and respectful manner (at least 20 words). This will be done 5 times through the semester, each in a different week.

Students need to do at least 1 of the above EACH week, and do so in a manner that demonstrates that they have read the related material.

- 4) 5% - Completing crosswords 5 times through the semester, and emailing answers to the instructor. (There will only be 5 throughout the semester, thus there is no choice of which weeks to complete this.) Crosswords will be posted on Tuesdays and need to be emailed to the instructor by the following Monday (at midnight) for full marks.

As noted below, students will post their mini assignments on Mondays. The instructor's Discussion Questions (as well as PPT "lectures") will be posted by 1pm each Tuesday.

Responses to both are expected by the following Monday at midnight.

(FYI: Weekly PowerPoints ["lectures"] will be posted on Tuesdays, to give students the Monday to work on and post their work BEFORE "attending"/reviewing the "lecture" on PowerPoint.

Some of the instructor's Discussion Questions will be based on material in the lecture, some on assigned videos, and others on the readings. Students are expected to be able to answer ALL of the discussion questions, as well as their classmates' questions. ALL of the questions are potential questions on the midterm, including fellow classmates' questions.)

### **Assignments**

#### **MINI ASSIGNMENTS**

**10% ongoing (Each mini-assignment is worth 2%)**

Five times through the semester (your choice of which 5 weeks) 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

**APPLIED ARTS DIVISION  
WGST 101  
3 Credit Course  
Winter Semester, 2019**

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 midnight. They must be **both** emailed to the instructor and posted on Moodle as a forum discussion.

**A template or format example of a mini assignment is on the last page of the syllabus.**

**MIDTERM 30%**

**Date: Tuesday, February 26**  
(Time: 2hrs TBD)

This in-class midterm will assess your knowledge and application of material from the readings and lessons before the Reading Break. 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 posted during the Reading Break.)

**TAKE HOME FINAL EXAM 40%**

**Due: midnight Sunday, April 14<sup>th</sup>**

In their own words, students will write 3 essays (of about 500 words each). Students will be given 4 topics to choose from, and write on their choice of 3. The 4 essay topics will be assigned on Tuesday, April 2<sup>nd</sup>. Students will need to cite course material (articles and videos, as needed and relevant; using at least 5 different sources in each of their essays, at least 10 sources in total, including at least 7 course readings) as well as demonstrate individual critical engagement with the materials and key course themes. Late assignments will be deducted 10% per day, up to a maximum of 50%.

**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](http://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](mailto:lassist@yukoncollege.yk.ca).

**APPLIED ARTS DIVISION  
WGST 101  
3 Credit Course  
Winter Semester, 2019**

**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.

**APPLIED ARTS DIVISION**  
**WGST 101**  
**3 Credit Course**  
**Winter Semester, 2019**

**TOPIC OUTLINE**

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 are available on Moodle, and films are considered as part of your weekly readings; thus you can include them in your weekly mini assignments.)

**Weeks 1 & 2 – A RE-INTRODUCTION TO WOMEN & GENDER STUDIES**

**January 3-5 & January 8-12**

-Introduce yourself on Moodle

-fill out the in-take survey

-respond to posted Discussion Questions on Moodle (re: *Miss Representation*)

If you have not read West's & Cranston's articles (ie: for WGST100), read them for this week.

READ: West's & Cranston's online articles

Cranston, Hannah. 2017. "Emma Watson's Boobs Prove Why We Still Need Feminism."

*Huffington Post*. March 2. Available online: [http://www.huffingtonpost.com/entry/emma-watson-boobs-prove-why-we-still-need-feminism\\_us\\_58b8bd55e4b02b8b584df9f4?section=us\\_women&](http://www.huffingtonpost.com/entry/emma-watson-boobs-prove-why-we-still-need-feminism_us_58b8bd55e4b02b8b584df9f4?section=us_women&)

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) (available via Moodle & on Netflix)

**Watch:** music video "Fight Like a Girl" (by Zolita, 4m)

[https://www.youtube.com/watch?v=WWcvcfpgs08&list=PLocYXad35CstQ6JwUd6Ogv\\_8l43C-NRHx](https://www.youtube.com/watch?v=WWcvcfpgs08&list=PLocYXad35CstQ6JwUd6Ogv_8l43C-NRHx)

**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, and how they are relevant to this course.

**TO DO:** get yourself acquainted with Moodle, introduce yourself to everyone on Moodle (name, interest in the class, when/if you took WGST 100), and watch *Miss Representation*

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

**APPLIED ARTS DIVISION**  
**WGST 101**  
**3 Credit Course**  
**Winter Semester, 2019**

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

COMPLETE: intake survey & submit it to Dr Michelle Walks

**Week 3: INTRODUCTION TO MEDIA, POPULAR CULTURE, & REPRESENTATION**  
**January 15-19**

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/](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

**Crossword**

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**Week 4: HEGEMONIC MASCULINITY & (CANADIAN) MEDIA**  
**January 22-26**

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

TO DO: Participation on Moodle ☺

**Week 5: SOCIAL NETWORKS, BLOGGING, REPRESENTATION, & COMMUNITY**  
**January 29 – February 2**

Cook, Julia and Reza Hasmath. 2014. "The discursive construction and performance of gendered identity on social media." *Current Sociology* 62(7):975-993.

PLUS 1 of:

Feller, Gavin. 2016. "A Moderate Manifesto: Mormon Feminism, Agency, and Internet Blogging." *Journal of Media and Religion* 15(3):156-166.

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.

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.

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

TO DO: Participate on Moodle ☺

**Week 6: STAYING STATIC: MEDIA REPRESENTATIONS & STEREOTYPES**  
**February 5-9**

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/](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

TO DO: Participate on Moodle ☺

Crossword

**Week 7: GENDER, FEMINISM, AND CROSS-CULTURAL ASSUMPTIONS**

**February 12-16**

Deb, Basuli. 2016. "Cutting Across Imperial Feminisms toward Transnational Feminist Solidarities." *Meridians* 13(2):164-188.

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 on and critique mainstream representations of the West and the Other; to start to investigate why (mainstream, white) Western notions of feminism are not and cannot be universal [& link Abu-Lughod's reading from Week 3 to this material]

TO DO: Participate on Moodle ☺

Crossword

**Week 8 – READING WEEK (NO CLASS, NO READINGS)**

**February 19-23**

**Week 9: MIDTERM**

**February 26 - March 2**

MIDTERM – No Readings 30%

**Week 10: RECONFIGURING REPRESENTATIONS OF MUSLIM WOMEN**

**March 5-9**

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.

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) [DVD at YC library, consider borrowing & watching it earlier]

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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

TO DO: Participate on Moodle ☺

**Crossword**

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### **Week 11: REPRESENTATIONS OF INUIT WOMEN**

#### **March 12-16**

Glennie, Cassidy. 2018. “‘We don’t kiss like that’: Inuit women respond to music video representations.” *AlterNative* 14(2):104-112.

MacKenzie, Scott, and Anna Westerstahl Stenport. 2016. “Arnavit Video Productions: Inuit Women’s Collective Filmmaking, Coalition Politics, and a Globalized Arctic.” *Camera Obscura* 31(3 93):153-163.

OBJECTIVES: to begin to explore and critique representations of Inuit women in Canadian popular culture and history; to recognize the agency of Inuit women to create representations of themselves

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 10 PPTs

HAND-IN: your mini assignment, via email

### **Week 12: COLONIAL TRAUMA & VULNERABILITY**

#### **March 19-23**

Kral, Michael J. 2013. “The Weight on Our Shoulders Is Too Much, and We Are Falling: Suicide among Inuit Male Youth in Nunavut, Canada.” *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 examine how colonial trauma and climate change impact the gendered lives and experiences of both women and male youth in Canada’s territories

TO DO: Participate on Moodle ☺

**Week 13: SEXUAL & REPRODUCTIVE HEALTH IN NORTHERN CANADA & BEYOND**

**March 26-30**

- 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.
- 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.
- 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.

**OBJECTIVES:** to understand how gender and colonization relate to intergenerational communication about sexuality; to explore how access to reproductive services (such as abortion and midwifery) are extra challenging in Canada's territories, and investigate the history of these services for people in Canada's north; to begin to understand Reproductive Justice; AND to critically examine and challenge the normative representations and discourses of reproduction as feminine and medical

TO DO: Participate on Moodle ☺

**Crossword**

**Week 14: – GENDERED EXPERIENCES OF IMMIGRANTS TO CANADA**

**April 2-6**

- Ameeriari, Lalaie. 2012. "The Sanitized Sensorium." *American Anthropologist* 114(3):509-520.
- 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.
- 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, so you may have already read it]

**OBJECTIVES:** to examine and challenge assumptions regarding Canada being

**APPLIED ARTS DIVISION  
WGST 101  
3 Credit Course  
Winter Semester, 2019**

multicultural and a welcoming liberal country; to also confront stereotypes and contradictions about immigrants in Canadian discourse

TO DO: Participate on Moodle ☺

**Week 15 – REVIEW**

**April 9-12**

No New Readings or Films – Work on Take-Home Final

**April**

DUE: TAKE HOME FINAL 40%

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**APPLIED ARTS DIVISION  
WGST 101  
3 Credit Course  
Winter Semester, 2019**

EXAMPLE of mini assignment

[Your Name]

[Date]

[Your student number]

[Course #]

[Full citation of the reading (specific chapter/article author[s] and title that you refer to in your mini assignment) in Chicago Style]

hooks, bell. 2018. "Excerpts from *Feminism is for Everybody*." *Gender and Women's Studies: Critical Terrain*. Second Edition. M. Hobbs & C. Rice, Editors. Pp.16-19. Vancouver: Women's Press.

[Articles are formatted correctly on the syllabus; you can copy & paste. This is the ONLY part of the assignment you are allowed to copy & paste. All other copying without proper citation is a violation of academic integrity.]

**As there are multiple chapters/article each week, note which point is from which reading. Summary Points: [above here is single spaced, below is double spaced.]**

- 1. a definition, summary of a specific point, summary of a particular example, a statistic; when your summary point is focused on something from a particular page, include a citation like this (Reid 2018, 16)**
- 2. as per #1– each summary point is best to focus on something different in the chapter; remember you are creating a study guide for yourself**
- 3. as per #1**

### **Critique**

**1. something you particular found effective, frustrating, lacking, or convincing in the presentation of information; ie: an example the author used, the wording of a key concept, or the organization of the piece as a whole [be more specific about what & why it did or did not work].**

### **Discussion Question**

Write a question related to the reading (which you do not need to answer) that would stimulate conversation among a small group. It might be a reflection on your own experiences, previous understandings of key terms used, or even it could link this reading to another one, or just reflect on something different/new in the reading.

**Number your pages if you use more than one.**