



COURSE OUTLINE

**WGST 100
Introduction to Women's Studies
3 CREDITS**

PREPARED BY: Jillian Deri
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Introduction to Women's Studies

INSTRUCTOR:	Jillian Deri, PhD	OFFICE HOURS: Wednesdays 4-5pm
DATES:	Sept 4 - Dec 9	CLASSROOM: Online
E-MAIL:	jderi@yukonu.ca	TIME: Online Program
OFFICE LOCATION:	Zoom: https://alexandercollege.zoom.us/my/j.derj	

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. The course investigates women's relationships with the state, religion, the media, and both the education and health care systems. Students will gain an appreciation and respect for diverse gendered and intersectional experiences in relation to contemporary issues.

PREREQUISITES: None

RELATED COURSE REQUIREMENTS

Access to functional internet and a computer are required for successful completion of this course.

EQUIVALENCY OR TRANSFERABILITY

CAMO HUM 100 lev (3) OC GSWS 100 (3) SFU GSWS 101 (3)-B-Soc TRU SSEL 1xx0 (3) TRU-OL WOST 1019 (3) TWU SOCI 100 lev (3) UBC GRSJ 1st (3); YUKO WMST 100 & YUKO WMST 101 = UBC WMST 1st (6). Precludes credit for UBC WMST 101 & UBC WMST 102. UFV GE 1xx (3) UNBC WMST 100 (3) UVIC GNDR 100 (1.5) VIU WOST 1st (3)

LEARNING OUTCOMES

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

1. Reflect on their gendered positions & beliefs regarding gender and women
2. Observe, critically think about, and explain how gender is portrayed and enacted
3. Further develop their critical thinking and self-reflection skills
4. Gain an understanding for the importance of social context and social norms on people's experiences; as this relate to the potential betterment of quality of life
5. 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 institutions, social processes, and social policies.

COURSE FORMAT

Distance Education – Online/Moodle

ASSESSMENTS & EVALUATION:

Weekly Modules	30	Weekly
Interview	15	October 5
Book Review	15	October 25
Proposal / Outline	5	November 4
Research Paper	30	December 9
Community Service Activity	5	December 3
TOTAL	100	

REQUIRED TEXTBOOKS AND MATERIAL

No textbook will be used. Multiple readings and media content are included within Moodle's Modules

Various media is assigned as noted in the weekly course schedule (below), all of which are available online, and links will be posted on this syllabus and/or on Moodle. Students will be required to view various media through Podcasts, Netflix and Youtube. A membership to Netflix will be required for this class (First month free, \$16.50/month afterwards, which can be cancelled at any time.) If access to Netflix and/or Youtube is not available to you, please contact your instructor as soon as possible.

ASSIGNMENT DESCRIPTION

Weekly Modules:

Each week, student will complete the readings, media, reflections and activities within the Module. Each Module must be complete by Sunday midnight of that week. These activities are designed to a) instruct content, b) practice summarizing content, c) enable comprehension, d) retention of the material & e) practice reading, writing and engagement.

Note: *Weekly modules cannot be completed late.* Late submissions will receive a grade of 0.

Each of the 10 modules will be evaluated as a low-stakes item out of 3% each for a total of 30%. These will be graded based on how thoroughly you complete the content, as well as effort. More lengthy media/readings will be assigned in advance, and the instructions, media and activities will be explained within the Module. Students are expected to spend approximately 3-5 hours a week studying for this course.

Interview project:

Each student will choose a woman who they admire in their family, community or larger social network. *After acquiring informed consent*, the student will interview this woman about her life and choices as a woman. Students will have the creative control to interview the woman on the topics of their choosing, pertaining to what interests them about her life. Students will record the

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conversation, and then write a 4-6 page (double-spaced) report about the interview, with various quotes, paraphrased sections and a general summary. *Note: you are not submitting the transcription, but instead a report about the interview.* Creativity is highly encouraged. The questions and content are up to you to develop, but some questions to consider include the following:

- a) Describe significant events that shaped your life and choices?
- b) What passions and interests drive your life? What are your creative outlets?
- c) What does gender equality mean to you? Do you identify as a feminist and/or do you support women's rights? Why or why not?
- d) What inspires you to confront challenges? What inspires you to practice your passions?
- e) How do you support people in your community?
- f) What challenges were in place for girls and women when you were younger?
- g) What lessons do you wish you learned earlier in life? What do you wish you could tell girls and young women now? If you could time travel and talk with your younger self, what would you tell her?

Note: If you do not want to participate in this assignment, talk to your instructor in advance and you will be given an alternative assignment.

Book Review:

Read and review *one* of the following listed books. Highlight the central ideas described in the book and offer a thoughtful review, and if possible make connections to your own life. Each book review will be 4-7 pages long (double-spaced). The book can be found at a library, rented/purchased as a Kindle/PDF, and some are available as audiobooks.

Note: you do not need to agree with everything you read. Instead you are encouraged to broaden your perspectives. If you would like to choose a book beyond my list, check with your instructor first.

Options for free books:

1. Yukon University Library
2. Your local library or bookstores
3. Libby App (links through your local library to borrow books for free)

List for Book Review

Note: you may choose a book outside of these options, so long as it is a non-fiction book about Women and Gender Studies and you acquire approval from your instructor.

David Buss. 2021. When Men Behave Badly: The Hidden Roots of Sexual Deception, Harassment and Assault

Mary Harrington. 2023. Feminism Against Progress

Sarah Hill. 2019. This is Your Brain on Birth Control: How The Pill Changes Everything

Warren Farrell. 2018. The Boy Crisis: Why Our Boys Are Struggling and What We Can Do About It

Ariel Levy. 2005. Female Chauvinist Pigs: Women and the Rise of Raunch Culture

Yeomni Park. 2016. In Order to Live: A North Korean Girl's Journey to Freedom

Louise Perry. 2022. The Case Against the Sexual Revolution; A New Guide to Sex in the 21st Century

Richard Reeves. 2024. Of Boys and Men; Why the Modern Male is Struggling, Why it Matters, And What to do About It

Deborah Soh. 2020 The End of Gender; Debunking The Myths about Sex and Identity in our Society

Community Service Activity:

For your Community Service Activity, you are to do an activity that benefits your community. While you may select the activity of your choice, some options include: picking up trash in a section of the road, park or public area; assisting a person with a task; volunteer in your community (such as at shelter, organization, service); organize an activity at Yukon University. After you complete the activity, submit evidence of what you have done with a video, photo and/or written description. The community service project should take approximately 5 hours to complete (with no upper limit in time). The project can be completed anytime, but must be submitted by December 6.

The purpose of this activity is to a) practice the value of civic engagement in Canadian society, b) diversify the curriculum and c) the great unknown.

Research Paper:

Research papers will engage in-depth with one topic of your choosing, related to women, in 7-8 pages double-spaced. You are encouraged to address proposed solutions to described social issues. Proposals for the paper will be a 1-2 pages, outlining the central topic of analysis, questions you will address and a list of 5 references. The proposal exercise will help you clarify your focus early in the course and allow your instructor to give you extensive feedback on your ideas. You are welcome to submit your proposal early. You are welcome to include questions for your instructor in the proposal. Creativity is highly encouraged.

Research papers will be graded based on the following criteria:

Research

- Sources are relevant to the topic and appropriate for study
- Topic is researched and described in sufficient depth
- Effective synthesis, making logical connections between resources and social issues
- Minimum of *five* references (both peer-reviewed books / journal articles and non-academic resources are welcome (i.e. websites, documentaries, blogs, etc). Given the vast array of information online, both quality and misinformation, students must discern the quality of the reference.

Content

- Clearly defined focus and arguments
- Fully explore important aspects of the topic in sufficient depth and detail
- Comprehension of research, explained fully, clearly, and accurately
- Reasoned arguments supported with evidence and analysis
- Application of theories to social issues
- Recognition of broader implications of social issues
- Depth of analysis

Writing

- Well-organized, with logical and systematic connections
- Written clearly and comprehensible; convey coherent and intended meanings

- Grammar, accurate and effective sentence structure
- Vocabulary, appropriate for postsecondary level
- Effective use of quotations and references
- Personal opinion, *I* statements and subjectivity are welcome and encouraged, (backed up evidence-based knowledge)
- Formal referencing is required. You are welcome to use any formatting style, as long as it is consistent.

Late Policy: 5% a day will be deducted for late assignments. The weekly modules cannot be submitted late. Extensions can be requested for emergencies with appropriate documentation. I encourage you to prioritize health and approach your instructor if any health concern emerges that will influence your learning success. ****Modules cannot be submitted late****

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 a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work 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 University.

Note: The use of Large Language Models, such as ChatGPT are not permitted in this class. While they can be useful for certain tasks, for this course, students are better served independently practicing writing, research and reading skills. Use of LLM will result in a grade of 0 on that assignment.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University 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 University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.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 University Academic Regulations (available on the Yukon University 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): lac@yukonu.ca.

Course Schedule

**Each week will include Module content, media and activities. See the Module for further instruction. Links to media will be posted within the Module.

Note: Various other content, both from your instructor as well as links to online content, may be added to this course schedule. Pay attention to Course Announcements for any further information.

September 4-8: Introduction

Module Instructions:

- a) Familiarize yourself with this course syllabus and with Moodle
- b) Introduce yourself on Moodle in the Discussion. Read and reply a minimum of 3 of your classmates' posts.
- c) Complete the Module activities

Module Complete by September 8 midnight (Not graded)

September 9-15: Sex & Gender

Module 1: Complete by September 15

September 16-22: Feminisms

Module 2: Complete by September 22

September 23-29: Gender-based Analysis

Module 3: Complete by September 29

October 1-6: Perspectives on Women's Issues

Module 4: October 6

Interview Report Due: October 5

October 7-13: Case Study *Witch Trials of JK Rowling* Part 1

Media: Podcast: The Witchtrials of JK Rowling (Megan Phelps-Roper and The Free Press)

Module 5: October 13

October 15-20: *Witchtrials of JK Rowling* Part 2

Media: Podcast: The Witchtrials of JK Rowling (Megan Phelps-Roper and The Free Press)

Module 6: Due October 20

October 21-27: Embodiment & Beauty

Module 7: October 27

Book Review: Due October 25

October 28-November 3: Gender Issues around the World

Module 8: November 3

November 4-10: Women and Science

Module 9: November 10

Proposal Due: November 4

November 12-15: Reading Week

November 18-24: Men's Issues

Module 10: Complete by November 24

November 25-December 1: Gender Moving Forward

Community Service Activity: December 3

Research Paper Due: December 9