



COURSE OUTLINE

**WGST 101
Introduction to Women's Studies II
3 CREDITS**

PREPARED BY: Jillian Deri
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Introduction to Women's Studies II

INSTRUCTOR:	Jillian Deri, PhD
OFFICE HOURS:	Tuesdays noon-1pm
OFFICE LOCATION:	Zoom: https://alexandercollege.zoom.us/my/j.deri
CLASSROOM:	Online Program
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DATES:	January 6-April 11, 2025

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: None

RELATED COURSE REQUIREMENTS

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

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. *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 feminist theories, and experiences of gender of others in Canada (and transnationally);
3. Further *develop* their critical thinking and self-reflection skills;
4. Further *develop* their *understanding* of social context, social norms, and intersectionality on people's gendered daily experiences; relate this to the potential improvement of quality of life as it relates to gender;
5. Further *develop* a feminist analysis, and *appreciation* of the relevance of feminist perspectives in today's society;
6. *Evaluate* and *apply* feminist perspectives/theories to contemporary experiences of gender in Canada and transnationally.

Further intended learning outcomes are listed in the assignment descriptions.

COURSE FORMAT

Distance Education – Online/Moodle

ASSESSMENTS & EVALUATION:

Weekly Modules	30%	Weekly
Book Review 1	15	January 23
Book Review 2	15	February 13
Creative Project	10	March 6
Proposal/ Outline	5	March 13
Research Essay	25	April 9
Total	100	

Applied Arts Division
WGST 101
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Winter 2025

Letter Grade	Percentage	Performance
A+	90-100%	Outstanding Achievement
A	85-89%	
A-	80-84%	
B+	76-79%	Above Average Achievement
B	72-75%	
B-	68-71%	
C+	64-67%	Satisfactory/Average Achievement
C	60-63%	
C-	55-59%	
D	50-54%	Marginal Pass
F	0-49%	Failure of the course

REQUIRED TEXTBOOKS AND MATERIAL

No textbook will be used. Multiple readings and media content are included within Moodle's Modules. Two books reviews must be complete from an option of books listed below.

Various media is assigned in the weekly Moodle modules, all of which are available online. Students will be required to view various media through Netflix and Youtube. A membership to Netflix will be required for this class (First month free, \$16.49/month afterwards, which can be cancelled at any time.) If access to Netflix and 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 completed 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. 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.

Book Review: a) Non-Fiction Book & b) Fiction, Novel or Biography

Read and review *two* of the following listed books, *one* from the list of non-fiction books and *one* from the list of Indigenous Novel, Memoir or Biography. 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. You will be graded based on: comprehension of material, articulation and reflection of book's contents.

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 1: Non-Fiction

(Note: you may choose a book outside of these options, so long as it is within Women and Gender Studies)

Ashton Applewhite. 2016. *This Chair Rocks; Manifesto Against Ageism*.

Eli Clare. 2015. *Exile and Pride: Disability, Queerness and Liberation*.

Nancy Etcoff. 2000. *Survival of the Prettiest: Science of Beauty*. Anchor

Marek Glezerman. 2016. *Gender Medicine: The Groundbreaking New Science of Gender- And Sex-Related Diagnosis and Treatments*

Mary Harrington. 2023. *Feminism Against Progress*. Swift Press.

Heather Heying and Bret Weinstein. 2021. *A Hunter-Gatherer's Guide to the 21st Century: Evolution and the Challenges of Modern Life*. Portfolio Penguin.

Ronald Hutton. 2017. *The Witch: A History of Fear, from Ancient Times to the Present*.

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

Lisa Lister. 2017. *Witch: Unleashed. Untamed. Unapologetic*.

Audre Lorde. 1984. *Sister Outsider; Essays and Speeches*. Penguin Classics.

Barbara MacDonald with Cynthia Rich. 1983. *Look Me in the Eye: Old Women, Aging and Ageism*. Spinsters/ Aunt Lute.

Inga Muscio. 2018. *Cunt; The Declaration of Independence*.

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

Louise Perry. 2023. *The Case Against the Sexual Revolution; A New Guide to Sex in the 21st Century*. Polity Press.

Richard Reeves. 2022. *Of Boys and Men: Why The Modern Male is Struggling. Why It Matters, and What To Do About It.* Blackstone Publishing.

Christopher Ryan & Cacilda Jetha. 2013. *Sex at Dawn: How We Mate, Why We Stray and What It Means for Modern Relationships.* Harper Perennial.

Abigail Shrier: *Irreversible Damage.* 2020. The Transgender Craze Seducing Our Daughters. Regnery Publishing.

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

List for Book Review 2: Novels, Memoir or Biography

Note: you may choose a book outside of these options, so long as the book is authored by and/or about Canadian Indigenous Women

Carleigh Baker. *Bad Endings.* 2017. Anvil Press Publishers

Leane Betasamosake Simpson. *This Accident of Being Lost.* 2017. House of Anansi Press Inc.

Lisa Bird-Wilson. *Just Pretending.* 2013. Coteau Books

Cherie Dimaline. *Marrow Thieves.* 2017. Cormorant Books

Norma Dunning. *Annie Muktuk and Other Stories.* 2017. The University of Alberta Press

Dawn Dumont. *Glass Beads.* 2017. Thistledown.

Dawn Dumont. *Nobody Cries at Bingo.* 2011. Thistledown Press

Naomi Fontaine. *Kuessipan.* 2013. Arsenal Pulp Press

Monique Gray Smith. *Tilly; A Story of Hope and Resilience*. 2013. Sono Nis Press.

Tracey Lindberg. *Birdie*. 2015. Harper Collins

Lee Maracle. *Celia's Song*. 2014. Cormorant Books

Terese Marie Mailhot. *Heart Berries; A Memoir*. 2018. Doubleday Canada

Mitiarjuk Nappaaluk. *Sanaaq*. 2014. University of Manitoba Press

Eden Robinson. *Monkey Beach*. 2001. Knopf Canada

Eden Robinson. *Son of a Trickster*. 2017. Knopf Canada

Eden Robinson. *Traplines*. 1998. Knopf Canada

Bev Sellars. *They Called Me Number One; Secrets and Survival at an Indian Residential School*. 2012. Talonbooks

Tanya Taqak. 2018. *Split Tooth*. Penguin Random House Canada.

Sheila Watt-Cloutier *The Right to be Cold; One's Women's Story of Protecting Her Culture, the Arctic and the Whole Planet*. 2015. Penguin Group Canada

Andrea Warner. 2018. *Buffy Sainte-Marie; The Authorized Biography*

Creative Project Options: 1) Interview or 2) Contribution to Social Media

****Select *one* project from either Option 1 or 2****

Option 1: Mentorship Interview

One key reconstructive vision of feminism is *Mentorship*. The idea is people supporting others, especially when it comes to careers and the workplace. For this project, each student will consider a career position they would like to achieve in the future. If you are already working in the field of choice, perhaps consider someone in a lateral position or a senior in your field, or someone you admire in this arena. You may instead choose a volunteer position (such as the Food Bank or the SPCA), or a parental/care role (such as Foster Care providers). I encourage you to go out of your comfort zone and contact someone outside of your social network. The purpose of this exercise is to a) offer you an opportunity to better prepare for your career after university, b) "Stand on the shoulders of giants" and learn from an experienced individual, c) learn practical information about your line of work and d) experience mentorship.

After acquiring informed consent, the student will interview this person about their career path, or on topics of your choosing. Students may record the conversation, and then write a 5-7 page (double-spaced, longer if you prefer) report about the interview, with various quotes, paraphrased sections, general summary and reflection. *Note, you are not submitting the transcription, but instead a report about the interview.* Creativity is highly encouraged. The questions and content is up to you to develop, but some questions to consider may include the following:

- Describe significant events that shaped your life and choices?
- How do you manage work-life balance?
- What advice would you give to a person entering your field of work?
- What challenges have you experienced in this line of work? What do you wish you knew when you started your career?
- Was anyone a significant support to you?
- What inspires you to confront challenges? What inspires you to practice your passions?
- What is your favourite part of your job? What is your least favourite part?
- How do you maintain passion and enthusiasm in your career?

Option 2: Make a Contribution to Social Media

You can make a blog post, meme, video, contribute to Wikipedia or other online content. The content will be related to women or gender, or anything broadly connected to course content. The project will be graded based on effort, depth of content and relevance within the chosen media. Creativity is highly encouraged.

*Note: You are welcome but not obliged to post your item online, only to create it. The purpose of this activity is to: a) practice articulating your ideas, b) practice engaging with the public, & c) practice engaging with the medium of choice.

Research Essay:

Research essays will engage in-depth with one topic of your choosing, related to gender issues, in 6-8 pages double-spaced. *Your paper should address proposed solutions to described social issues.*

Proposals/ Outline 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 essays 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

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- 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
- Academic tone (avoids slang, etc)
- 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.

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:** Use of Generative Artificial Intelligence/ Large Language Models (such as ChatGPT) are not permitted for this class, and its use will result in a grade of zero on the assignment. While they may be useful for certain tasks, for this course, students are better served independently practicing writing, research and reading skills.

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, unless the media is available on Netflix (for which you are required to have access). Pay attention to Course Announcements for any further information.

You are expected to spend approximately 3-5 hours a week completing the modules. The writing exercises are intended to solidify your understanding of the material, strengthen your critical thinking and practice your writing and articulation of concepts within Women's Studies.

January 6-12

Week 1: Introduction

Module Complete by January 12 (not graded)

January 13-18

Week 2: Sex, Gender & Bodies

Graded Module 1: January 18

January 15-21

Week 3: Motherhood and Reproductive Health

Graded Module 2: January 21

January 20-26

Week 4: Health and Disability

Graded Module 3: January 26

Book Review 1 Due: January 23

January 27-February 2

Week 5: Sexuality

Graded Module 4: February 2

February 3-9

Week 6: Gender and Technology

Graded Module 5: February 9

February 10-16

Week 7: Men's Issue Part 1

Graded Module 6: February 16

Book Review 2: February 13

****Reading Week: February 17-20** No classes**

****Heritage Day February 21 No Classes**

February 24-March 2

Week 8: Men's Issues Part 2

Graded Module 7: March 2

March 3-9

Week 9: Sex Work

Creative Project due by March 6

Graded Module 8: March 9

March 10-16

Week 10: Contemporary Feminist Opinions

Proposal/Outline Due: March 13

Graded Module 9: March 16

March 17-23

Week 11: Open Topic

Graded Module 10: March 23 (Final Graded Module)

March 24-30

Week 12: Conclusion

March 31-April 6

Week 13

Research Essay Due: April 9
