

# COURSE SYLLABUS



COURSE TITLE: GSWS-110: Women, Knowledge, Sex & Power

CLASS SECTION: 001

TERM: Winter 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): In-person Lecture, Tuesdays 6 – 8:50 pm, Young 303C

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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## INSTRUCTOR DETAILS

NAME: Dr. Karoline Guelke

EMAIL: [guelkek@camosun.ca](mailto:guelkek@camosun.ca)

OFFICE: Ewing 256

HOURS: Tuesdays 4:30 - 5:30pm, Wednesdays 2 - 3pm, or by appointment

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

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## CALENDAR DESCRIPTION

Drawing on various disciplines, this course considers how feminism is socially constructed with regard to relations of gender, class, sexual orientation and ethnicity. Gender and Women's Studies is an interdisciplinary field that includes scholarship in areas such as masculinity, femininity, transsexual, and lesbian/gay/bi/queer studies.

### PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

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## COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

1. Describe gender as a category of analysis.
2. Identify key concepts, themes, theories and debates in Women's Studies.
3. Outline Feminist Theory, particularly as it pertains to a transnational world.
4. Incorporate the workings of privilege, power and transformation in social and historical life.
5. Intersect sexuality, ethnicity, class, nationality, religion and age with respect to gender identity.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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All course materials are accessible via our D2L site under each corresponding week. You will also find instructions there to guide your reading. The open access text below will provide brief overviews of key concepts and issues:

Kang, M., Lessard, D., Heston, L. & Nordmarken, S. (2017). *Introduction to women, gender, sexuality studies*. University of Massachusetts Amherst Libraries. <http://openbooks.library.umass.edu/introwgss/>

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK	TOPIC	READINGS AND DUE DATES
Week 1: Jan. 9	Introduction to Class and Gender Studies	Kang et al. Unit 1: Critical Introduction to the Field, Conceptualizing Structures of Power, Intersectionality; Unit 2: Introduction: Binary Systems
Week 2: Jan. 16	Feminist Movements and Theory	Eidinger, A. (2020). Feminism. <i>The Canadian Encyclopedia</i> . <a href="https://www.thecanadianencyclopedia.ca/en/article/feminism">https://www.thecanadianencyclopedia.ca/en/article/feminism</a>  hooks, b. (2014). <i>Feminist theory: from margin to center</i> . 3 <sup>rd</sup> ed. Routledge. (Read chapter 1 Black women: shaping feminist theory, p. 1 – 17)  Kaur, E. (2018). A hundred small rebellions. In J. Eric-Udorie (Ed.) <i>Can we all be feminists?</i> (Pp. 91 -104). Penguin Books.
Week 3: Jan. 23	Patriarchal Systems and Sex/ Gender Diversity	Kang et al. Unit 1: Identity Terms; Social Constructionism; Unit 2: The Sex/Gender/ Sexuality system; Gender and Sex – Transgender and Intersex; Sexualities  Johnson, A. G. (2009). Patriarchy, the system: an it, not a he, a them, or an us. In E. Ditsch (Ed.) <i>Reconstructing gender: a multicultural anthology</i> (pp. 98 – 105). MacGrawHill.  Friedl, E. (1997). <i>Children of Deh Koh: young life in an Iranian village</i> . Syracuse University Press. (Read chapter 13 Boys and girls, p. 138 – 150)  Goel, I. (2019). India's third gender rises again. <i>Sapiens</i> . <a href="https://www.sapiens.org/biology/hijra-india-third-gender/">https://www.sapiens.org/biology/hijra-india-third-gender/</a>  <b>Assignment 1 due Jan. 26</b>

WEEK	TOPIC	READINGS AND DUE DATES
Week 4: Jan. 30	Race and Privilege	DeMello, M. (2013). <i>Body studies: an introduction</i> . Routledge. (Read chapter 6 Racialized and colonized Bodies, p. 99 - 115)  Kwan-Lafond, D. (2012). Racialized masculinities in Canada. In J. A. Laker (Ed.) <i>Canadian perspectives on men &amp; masculinities</i> . (Pp. 222 – 238). Oxford University Press.  Racial inventory, adapted from P. MacIntosh. <a href="https://www.whatsrace.org/">https://www.whatsrace.org/</a>
Week 5: Feb. 6	Gender, Labour, and Food	<b>TEST 1 (6 – 7:20pm)</b>  Swenson, R. (2009). <i>Domestic divo?</i> Televised treatments of masculinity, femininity and food. <i>Critical Studies in Media Communication</i> 26(1), 26-53. DOI: 10.1080/15295030802684034
Week 6: Feb. 13	Gender, Labour, and Food continued	Waring, M. (2004). Unpaid workers: the absence of rights. <i>Canadian Woman Studies</i> , 23 (3/4), p.109 – 115.  Bowen, S., Elliott, S. and Brenton, J. (2014). The joy of cooking? <i>Contexts</i> 3(3):20 - 25.  Milgroom, J. (2023). Where indigenous feminisms and food sovereignties meet. Resilience. <a href="https://www.resilience.org/stories/2023-01-18/where-indigenous-feminisms-and-food-sovereignties-meet/">https://www.resilience.org/stories/2023-01-18/where-indigenous-feminisms-and-food-sovereignties-meet/</a>
Week 7	READING BREAK	
Week 8: Feb. 27	Diverse Bodies and Disabilities	Dark, K. (2021). Chapter 4: Language, fat, and causation. In C. Pausel & S. Renee Taylor (Eds.) <i>The Routledge international handbook of fat studies</i> . Pp. 37 – 39. Routledge.  Talukdar, J. (2013). The before-and-after template: researching and reflecting on body image concerns in globalizing India. In A. Jafar & E. Casanova (Eds.) <i>Global beauty, local bodies</i> . (Pp. 117 – 123). Palgrave MacMillan.  Ahlvik-Harju, C. (2016). Disturbing bodies – reimagining comforting narratives of embodiment through feminist disability studies. <i>Scandinavian Journal of Disability Research</i> 18(3), 222–233. <a href="http://dx.doi.org/10.1080/15017419.2015.1063545">http://dx.doi.org/10.1080/15017419.2015.1063545</a>
Week 9: March 5	Gender, Myth, and Stories	King, T. (2003) The truth about stories. <i>CBC Massey Lectures</i> . (Part 1, min. 16 - 40)  Pinkola Estés, C. (1995). <i>Women who run with the wolves: myths and stories of the wild woman archetype</i> . Ballantine Books. (Read chapter 3 Nosing out the facts: the retrieval of intuition as initiation, p. 76 – 120).

WEEK	TOPIC	READINGS AND DUE DATES
Week 10: March 12	Globalization and Transnational Labour	<b>TEST 2 (6 – 7:20pm)</b> Kang et al. Unit IV: Transnational Production and Globalization  Documentary: Yaya: Sacrifice of Domestic Workers
Week 11: March 19	Globalization and Transnational Labour continued	Tungohan, E. (2013) Reconceptualizing motherhood, reconceptualizing resistance: migrant domestic workers, transnational hyper-maternalism and activism. <i>International Feminist Journal of Politics</i> , 15:1, 39-5. DOI: 10.1080/14616742.2012.699781  Bonacich, E., S. Alimahomed & Wilson, J.B (2008). The racialization of global labour. <i>American Behavioral Scientist</i> , 52(3), 342-355. DOI: 10.1177/000276420832351
Week 12: March 26	Gendered Dynamics of Tourism	Tucker, H. & Boonabaana, B. (2012). A critical analysis of tourism, gender and poverty reduction, <i>Journal of Sustainable Tourism</i> 20(3), 437- 455. DOI: 10.1080/09669582.2011.622769  Hayns, J. (2016). Desperate markets and desperate masculinities in Morocco. In A. Cornwall, F. G. Karioris, and N. Lindisfarne (Eds.) <i>Masculinities under neoliberalism</i> . (Pp. 99 – 110). Zed Books.  <b>Assignment 2 Paper due Monday, March 25; Class Activity March 26</b>
Week 13: April 2	Praxis and Decolonization	Hunt, S. & Holmes, C. (2015) Everyday decolonization: living a decolonizing queer politics. <i>Journal of Lesbian Studies</i> , 19(2), 154-172. DOI: 10.1080/10894160.2015.970975  Cheng Thom, K. (2023). <i>Falling back in love with being human</i> . Penguin Random House. (Read chapter 6 to the sisterhood of trans femmes, p. 31 – 35)
Week 14: April 9		<b>TEST 3</b>

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](#).

## EVALUATION OF LEARNING

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DESCRIPTION	DUE DATE	WEIGHTING
<b>Test 1</b>	Feb. 6	20%
<b>Test 2</b>	March 12	20%
<b>Test 3</b>	April 9	15%
<b>Assignment 1</b> The first assignment is a reflective essay in which you are asked to compare your own experiences of gender socialization to those described in a class reading about Iran. Details will be posted under Assignment Information on D2L.	Jan. 26	15%
<b>Assignment 2</b> The second assignment consists of a media analysis of gender performance in the context of food preparation. It also includes a class activity (March 26) where students share and discuss their findings in groups. See details on D2L.	March 25	25%
<b>Attendance &amp; Participation</b>		5%
	<b>TOTAL</b>	<b>100%</b>

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

## COURSE GUIDELINES & EXPECTATIONS

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**Expectations:** Please see the section on student responsibility below. We will also talk about expectations in the first week of classes.

**Due dates:** Assignments and exams have to be submitted on the date listed in the course schedule. If you cannot meet a deadline due to an emergency, medical issue, or religious observance, contact me as soon as possible. For unexcused late assignments 5% of the grade will be deducted per day, and assignments will not be accepted more than seven school days late. If you anticipate problems meeting a deadline, please contact me early so we can work out a reasonable accommodation. Cheating and plagiarism will not be tolerated; please see section on Academic Integrity below.

**Communicating with your instructor:** I encourage you to make use of my office hours (see top of p. 1) to discuss any questions you may have about class material, assignments, or tests – or just to say Hi. When emailing me, please include your name and course number (GSWS 204). I usually check my email between 9am and 5pm, and you can expect to hear back from me within 24 hours (except on weekends).

## SCHOOL OR DEPARTMENTAL INFORMATION

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<https://camosun.ca/programs-courses/university-transfer-subjects/social-sciences>

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures"

(<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.