

COURSE SYLLABUS



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

CLASS SECTION: 001

TERM: 2025W

COURSE CREDITS: 3

DELIVERY METHOD(S): In-person Lecture, Tuesdays & Thursdays 1:30 – 2:50pm, Young Building 303C

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

INSTRUCTOR DETAILS

NAME: Dr. Karoline Guelke

EMAIL: guelkek@camosun.ca

OFFICE: Young 213

HOURS: Tuesdays 3 - 4pm, Thursdays 12 - 1pm, 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.

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

COURSE LEARNING OUTCOMES / OBJECTIVES

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

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

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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

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. 7 & 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. 14 & 16	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)

WEEK	TOPIC	READINGS AND DUE DATES
Week 3: Jan. 21 & 23	Feminist Movements and Theory	<p>Eidinger, A. (2020). Feminism. <i>The Canadian Encyclopedia</i>. https://www.thecanadianencyclopedia.ca/en/article/feminism</p> <p>hooks, b. (2014). <i>Feminist theory: from margin to center</i>. 3rd ed. Routledge. (Read chapter 1: Black women: shaping feminist theory, p. 1 – 17)</p> <p>Kaur, E. (2018). A hundred small rebellions. In J. Eric-Udorie (Ed.) <i>Can we all be feminists?</i> (Pp. 91 -104). Penguin Books.</p> <p>FRIDAY, Jan. 24: Assignment 1 due</p>
Week 4: Jan. 28 & 30	Race and Privilege	<p>DeMello, M. (2013). <i>Body studies: an introduction</i>. Routledge. (Read chapter 6 Racialized and colonized bodies, p. 99 - 115)</p> <p>Kwan-Lafond, D. (2012). Racialized masculinities in Canada. In J. A. Laker (Ed.) <i>Canadian perspectives on men & masculinities</i>. (Pp. 222 – 238). Oxford University Press.</p> <p>Racial inventory, adapted from P. MacIntosh. https://www.whatsrace.org/</p>
Week 5: Feb. 4 & 6	Gender, Labour, and Food	<p>TUESDAY, Feb. 4: TEST 1</p> <p>Bowen, S., Elliott, S. and Brenton, J. (2014). The joy of cooking? <i>Contexts</i> 3(3):20 – 25.</p>
Week 6: Feb. 11 & 13	Gender, Labour, and Food continued	<p>Beck, K. (2021). <i>White feminism: from the suffragettes to influencers and who they leave behind</i>. Atria Books. (Read chapter 7: The perennial shifting around of domestic work, p. 65 - 76)</p> <p>Milgroom, J. (2023). Where indigenous feminisms and food sovereignties meet. <i>Resilience</i>. https://www.resilience.org/stories/2023-01-18/where-Indigenous-feminisms-and-food-sovereignties-meet/</p> <p>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</p>
Week 7		READING BREAK

WEEK	TOPIC	READINGS AND DUE DATES
Week 8: Feb. 25 & 27	Diverse Bodies	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.
Week 9: March 4 & 6	Diverse Bodies and Disabilities	Klein, G. & Gibbs, A (2020). Tools of the patriarchy: the weaponization of hair. MsMagazine. https://msmagazine.com/2020/07/01/tools-of-the-patriarchy-the-the-weaponization-of-hair/ 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. http://dx.doi.org/10.1080/15017419.2015.1063545
Week 10: March 11 & 13	Globalization and Transnational Labour	TUESDAY, March 11: TEST 2 Kang et al. Unit IV: Transnational Production and Globalization Documentary: Yaya: Sacrifice of Domestic Workers
Week 11: March 18 & 20	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 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
Week 12: March 25 & 27	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). FRIDAY, March 28: Assignment 2 Paper due

WEEK	TOPIC	READINGS AND DUE DATES
Week 13: April 1 & 3	Praxis, Activism, 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 Paltrow, L. (2024) Lessons from the DNC: How abortion protects us from the choices we can't make. https://msmagazine.com/2024/08/26/democrats-abortion-health-miscarriage-fertility-ivf-rape-sexual-assault/ 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 8 & 10		TUESDAY, April 8: Assignment 2 Class Activity THURSDAY, April 10: TEST 3

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 can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams).
<https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

EVALUATION OF LEARNING

DESCRIPTION	DUE DATE	WEIGHTING
Test 1	Feb. 4	20%
Test 2	March 11	20%
Test 3	April 10	15%
Assignment 1 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. 24	15%

DESCRIPTION	DUE DATE	WEIGHTING
<p>Assignment 2 Option 1 The first option for this assignment consists of a media analysis of gender performance in the context of food preparation. This asks you to compare a current example of cooking in the media to an older study we will discuss in class. It also includes a class activity (April 8) where students share and discuss their findings in groups.</p> <p>Assignment 2 Option 2 The second option consists of a small research project with a creative element. Based on a key topic from class you are asked to produce a simple creative work (drawing, knitting, photograph, collage etc.) and write a concise research paper and reflection about the link between the topic and your work. It also includes a class activity (April 8) to share the work. Details will be posted under Assignment Information on D2L.</p>	March 28	25%
Attendance & Participation		5%
	TOTAL	100%

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

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 110). 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

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

STUDENT RESPONSIBILITY

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

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 camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

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.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines: <https://camosun.ca/cal>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/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 <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

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 (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence

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 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 Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education.

To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

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 <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

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.