



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

GSWS-110-001
Women, Knowledge, Sex & Power
Fall 2019

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/gsws.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Florentien Verhage
(b) Office hours	Tuesdays 4:00 – 6:00, Paul 237 (or by appointment)
(c) Location	Paul 237
(d) Phone	_____ Alternative: _____
(e) E-mail	VerhageF@camosun.bc.ca
(f) Website	_____

2. Intended Learning Outcomes

Upon completion of this course the 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.

3. Required Materials

Braithwaite, Ann and Catherine Orr (eds), *Everyday Women’s and Gender Studies: Introductory Concepts*. Taylor and Francis Publishers, 2016.

Additional assigned readings as listed in course outline.

4. Course Content and Schedule

COURSE DESCRIPTION:

This course is an interdisciplinary critique of “gender” and its intersection with socially constructed relations of power (e.g., sexuality, class, religion, age). The processes and mechanisms that construct and institutionalize gender will be considered in a variety of contexts; language culture, the media, violence, and resistance are addressed within our global world. The course analyzes key concepts, theories, questions and debates in Gender and Women’s Studies of privilege, power and transformation, particularly in the context of transnationalism.

COURSE POLICIES:

Discussions should be fun, challenging and exciting. I expect that each class you will be fully prepared to conduct discussion on any part of the assigned work. Make discussions a collaborative effort to understanding difficult material and themes. Do not interrupt another speaker, but listen to them before you make your point. If you have to come late or leave early, enter and leave quietly.

Careful reading is time-consuming and some of the readings in this course can be challenging, initially confusing, and upsetting. In the case of reading complexity, you might need to read some passages more than once. In the case of possibly triggering content, please read wisely and find support if necessary. Please do not hesitate to ask me for help if need during office hours.

Writing papers is difficult. Plan ahead and come to see me well before a due date if you need help. You can bring a draft or outline with you to discuss with me.

Respect. The instructor of this course is committed to making this classroom a discursive space free of all oppressive behavior and expressions.

Learning Support and Services for Students. There are a variety of services available for students to assist them throughout their learning. This information is available on the College web site at <http://camosun.ca/services/> under the heading "Academic Support". It can also be found at the Registrar's Office. For accessible learning see <http://camosun.ca/services/accessible-learning/>

Academic Conduct. It is the student's responsibility to become familiar with the content of the Academic Conduct Policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section. <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2/5/1/.pdf> See also this helpful library guide: <http://camosun.ca.libguides.com/plagiarism>.

COURSE CONTENT AND SCHEDULE

Three hours per week will be spent in lecture sessions, with some of that time designated for seminar-discussions and audio-visual presentations. The following schedule will provide a guide to lecture topics, reading assignments and important deadlines. Underlined dates are dates on which we will have a test. Please note: this schedule is subject to changes by the instructor, with the exception of the main course text. Remember our main text is: Ann Braithwaite, and Catherine Orr (eds) *Everyday Women's and Gender Studies: Introductory Concepts*. Taylor and Francis Publishers, 2016.

September 3 rd	Introduction to the Course Readings: - <i>Everyday Women's and Gender Studies</i> : Introduction
September 10 th	Debunking the Myths of Gender Readings: - <i>Everyday Women's and Gender Studies</i> , "Chapter One: Knowledges" - Allan Johnson, "Patriarchy, the System: An It, Not a He, a Them or an Us" from Johnson, Allan (2005), <i>Gender Knot: Unraveling Our Patriarchal Legacy Philadelphia</i> : Temple University Press (D2L)
September 17 th	Developing a Feminist Consciousness Readings: - Re: 5 short Readings included in <i>Everyday Women's and Gender Studies</i> "Chapter One: Knowledges" - Sandra Bartky, "Toward a Phenomenology of Feminist Consciousness" (D2L) - Marilyn Frye, "Oppression" (D2L)
September 24 th	Identity and Difference Readings: - <i>Everyday Women's and Gender Studies</i> , "Chapter Two: Identities" - Anna Carastathis, "Intersectionality in Feminist Theory" (D2L)
October 1 st	White Privilege, Practices, and Equality Readings: - <i>Everyday Women's and Gender Studies</i> , "Chapter Three: Equalities" - Peggy McIntosh, "White privilege: Unpacking the invisible knapsack", <i>Independent School</i> , Winter 90, Vol. 49, Issue 2, pp. 31-36 (D2L)

October 8 th	<p>Thinking about Community Readings: - Chandra Mohanty, "Towards an Anti-Imperialist Politics: Reflections of a Desi Feminist", <i>South Asian Popular Culture</i>, Apr 2004, Vol. 2, Issue 1, pp. 69-73 (D2L) "TEST ONE"</p>
October 15 th	<p>White Feminism, Colonization and the Production of the Other Readings: - Franz Fanon, <i>Black Skin White Masks</i> (1952), short selections https://monoskop.org/images/a/a5/Fanon_Frantz_Black_Skin_White_Masks_1986.pdf - bell hooks, "Eating the Other" from <i>Feminist Approaches to Theory and Methodology</i> (1999), pp. 179-194. (D2L) - Grada Kilomba, "Colonialism, Power, and Knowledge" (2016) [Interview with Kilomba, please watch at home at: https://www.youtube.com/watch?v=dGgzqLuXVns]</p>
October 22 nd	<p>Checking In – Anger and Other Responses Readings: - Audre Lorde, "The Uses of Anger" <i>Women's Studies Quarterly</i>, Vol. 25, No. 1 / 2 (Spring – Summer, 1997), pp. 278-285. (D2L) - Maria Lugones, "Hard-to-Handle Anger" from <i>Pilgrimages / Peregrinajes: Theorizing Coalitions Against Multiple Oppressions</i> (2003), pp. 103-118. (D2L) - Martha Nussbaum, "Beyond Anger" essay at <i>Aeon</i> (2016) (https://aeon.ca/essays/there-s-no-emotion-blue-ought-to-think-harder-about-than-anger) Presentation group 1 & 2 & 3</p>
October 29 th	<p>Gendered Transnational Labour Film: "Maquilapolis" (in-class) Readings: - Kate Pantaleo "Gendered Violence: Murder in The Maquiladoras" found in <i>Sociological Viewpoints</i>, Volume 22, Issue 2, Page 13, 2006. (D2L)</p>
November 5 th	<p>Gendered Transnational Labour (continued) Readings: - Barbara Ehrenreich, "Maid to Order: The Politics of Other Women's Work" (D2L) *Test Two*</p>
November 12 th	<p>Where is Home? Public Spaces, Transnationalism, Border Crossings Readings: - <i>Everyday Women's and Gender Studies</i>, "Chapter Five: Places" Presentations group 4 & 5</p>
November 19 th	<p>What Consumer Culture Teaches Us: Standards of Beauty, the Constructions of Beauty and Consuming Violence Readings: - <i>Everyday Women's and Gender Studies</i>, "Chapter Four: Bodies" - Helen Ngo, "Racist Habits: A Phenomenological Analysis of Racism and the Habitual Body" (D2L) Presentations group 6 & 7</p>
November 26 th	<p>Now What? Negotiating Attachments and Survival Readings: - <i>Everyday Women's and Gender Studies</i>, "Conclusion: Now What?" - Sara Ahmed, "Kill Joy Survival & Manifesto" <i>Living A Feminist Life</i> (2017), pp. 235-268. (D2L) Presentations group 8 & 9</p>
December 3 rd	<p>*Test Three</p>

5. Basis of Student Assessment (Weighting)

(a) Term Paper – 25%

Each student will be expected to write an auto-ethnographic analysis based on Chapter Six from Braithwaite and Orr. The paper will incorporate concepts used during the course and will be approximately 6 pages in length. An instructional handout will be provided by the end of September.

(b) Presentations – 20%

Students will be put into groups of 4 and will be assigned a topic and will be expected to provide a presentation to the class at some point in the semester. The materials presented may be based on popular culture but must include an academic analysis. Presentations will be no more than 30 minutes in length for the entire panel. Each panel will be responsible for a written summary of the materials presented.

- (c) *Test One – 15% - October 8, 2019*
- (d) *Test Two – 15% - November 5, 2019*
- (e) *Test Three – 15% - December 3, 2019*
- (f) *Reading Evaluation – 10%*

During the semester, there will be five short quizzes given directly relating to the assigned readings of that day. The quiz will be given at the beginning of class and will be worth 2% of your grade. Failure to attend and take part in the quiz will result in 0% for that day.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.