

# Course Syllabus

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## Introduction

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Welcome to the course! This is an introductory (U1) course that also satisfies the W written requirement for U of M students. In this course you will read about many different topics, some may be familiar while others will be new.

### **Contacting your instructor**

For information on contacting your instructor as well as other important information from your instructor see the Instructor Letter in your course website.

### **Course description**

The University of Manitoba Undergraduate Calendar describes this course as follows:

Examination of women's historical and contemporary roles in the economy, family, and society from the perspective of the social sciences. Introduction of feminist theories, with emphasis on the role of gender. Topics covered focus on the social conditions of women's lives: work, health, violence and organizing for change. Students may not hold credit for both WOMN 1600 and the former WOMN 1540 (156.154).

0.000 TO 3.000 Credit Hours Levels: Undergraduate

Class Schedule: Arts Course

In this course, students are provided with an introduction to Women's Studies and feminist theories. We will focus on an overview of how social conditions affect girls and women. The focus in this course will be on Canadian perspectives. However, this course provides an introduction to feminist analysis that can be applied to the personal, local and global. **Students will come away from this course with knowledge of: the history of feminisms in Canada, gender as a role and a construct, and how to think critically about local and global oppression and resistance.**

## Course Goals

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Upon completion of this course you should be able to:

1. Summarize arguments made in the course readings / videos.
2. Reflect on, discuss and pose questions with others regarding feminism's past, present and future.
3. Define and describe major course concepts such as: feminism, gender, patriarchy, oppression, intersectionality and privilege.
4. Articulate relationships between topic and / or concepts. For example, the role of patriarchy in women's health issues.
5. Acknowledge inequalities generated through systems of oppression and privilege.
6. List the major feminist theoretical perspectives that are used to examine the lived experiences of women in Canada, and in other parts of the

world.

## Course Materials

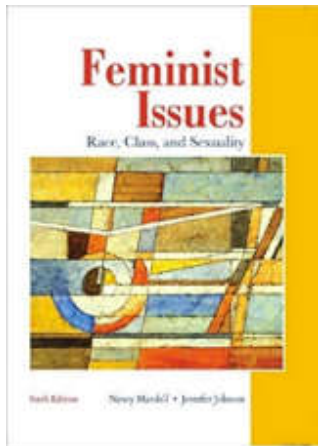
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The following required materials are available for purchase from the University of Manitoba Bookstore. Please order your materials immediately, if you have not already done so. See your Distance and Online Education Student Handbook for instructions on how to order your materials.

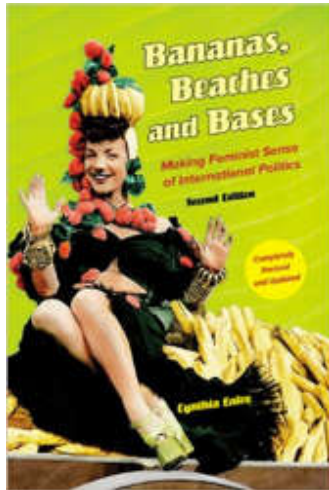
### Required Textbooks

Several editions of these textbooks exist. Buy the correct edition. Both are available in print and ebook format.

1. Mandell, N. (2017). *Feminist issues: Race, class and sexuality* (6th edition). Pearson Canada



2. Enloe, Cynthia (2015). *Bananas, beaches and bases: Making feminist sense of international politics*, (2nd edition). University of California Press.



## Required readings online

In addition to the 2 textbooks above, you will need to complete assigned reading and viewing posted online to our course. Copyright clearances have been obtained specifically for you to access these items as they have now moved from being in print / on DVD to being provided to you digitally for your study in this course.

## University of Manitoba Libraries

1. Online required readings may require you to log into the U of M library. You do not need to pay for the articles. Access to resources held at the U of M library is provided to you as a student at the U of M.
2. You must access information on how to format a paper in APA (American Psychological Association) format. You can purchase the APA manual, or use the free handouts / links from the U of M library or the U of M Academic Learning Centre.

# Course Overview

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## Overview

There are 12 units in this course, within which we survey a number of "feminist issues". This course is meant to provide an introduction to each topic. In addition, you will hopefully see that these topics are not separate from one another. Concepts that you learn in the first unit should be used in your papers throughout the course. Issues that you learn about in early units should be connected to your understanding of issues you read about later in the course.

## Topics

Unit 1 – Getting Started

Unit 2 – Oppression and privilege

Unit 3 – Sex and gender

Unit 4 – Colonialism and anti-racist feminism

Unit 5 - Exploring women's body projects

Unit 6 – Women and health

Unit 7 - Gender issues in politics and the military

Unit 8 – Gender, work and family

Unit 9 – Women and education

Unit 10 – Violence

Unit 11 – Feminisms and women’s rights today

Unit 12 – Review/Final exam preparation

## Learning activities

There will be many activities in this course that can engage you as a learner. The predominant mode of learning will be to complete the **required reading and viewing**. In addition to text book readings you will participate in discussions within your assigned group. **Slideshows or audio “podcast” style recordings** for some units will present content in a non-text based format for you. You will **write a total of 3 papers** where your understanding of course concepts will be evaluated.

“Thinking is an action. For all aspiring intellectuals, thoughts are the laboratory where one goes to pose questions and find answers, and the place where visions of theory and praxis come together. The heartbeat of critical thinking is the longing to know—to understand how life works.” (bell hooks, Teaching Critical Thinking, 2009)

## Evaluation and grading

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### Distribution of Marks

Evaluation	Percentage
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Evaluation	Percentage
<b>Group discussions (GD)</b>	
GD-1 Summary Report	5%
GD-2 Summary Report	5%
GD-3 Summary Report	5%
<b>Argument notes (AN)</b>	
AN-1	15%
AN-2	20%
AN-3	20%

Evaluation	Percentage
Library Assignment (B-1)	5%
Final examination	25%
<b>Total</b>	<b>100%</b>

## Grading Scale

Letter Grade	Percentage Range	Description
A+	90 - 100	Exceptional
A	80 - 89.9	Excellent
B+	75 - 79.9	Very Good



Letter Grade	Percentage Range	Description
B	70 - 74.9	Good
C+	65 - 69.9	Satisfactory
C	60 - 64.9	Adequate
D	50 - 59.9	Marginal
F	Less than 50	Failure

**Note:** All final grades are subject to departmental review.

#### Plagiarism, Cheating and Examination Impersonation

You must acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba Undergraduate Calendar. Note: These policies are also located in your Distance and Online Education Student Handbook or you may refer to Student Affairs at <http://www.umanitoba.ca/student> (<http://www.umanitoba.ca/student>).

A note about avoiding plagiarism: When in doubt about citing sources in your paper, please e-mail the instructor prior to the due date.

Students must use the APA manual to format papers, in text citations and reference list. Ideas, facts and arguments in your papers require an in text citation. Direct quotes must be cited using the APA method. Your own ideas should be given only in the integration and reaction section of your paper and you should use the first person voice to ensure the reader knows where the ideas are from in your papers.

## Assignments

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Information about each assignment is located in the course website. All file names should contain your last name and the assignment label (GD-1, AN-2, etc..) and be submitted to the correct dropbox area online.

### **Online group discussions (GD) 15%**

Group discussions (GD) occur online at 3 different times during the term, hence, GD-1, GD-2 and GD-3. The discussions take place on the dates listed in the assignment schedule of your course.

#### **Objectives of this assignment**

1. To increase comprehension of course reading.
2. To help students develop critical thinking skills by forming responses to discussion questions, responses to peer comments and making meaningful connections between course materials.
3. To demonstrate group work skills by co-operating with team mates to conduct a discussion about each question and identify multiple points of view that can be taken regarding the questions.

#### **How to complete this assignment**

At the beginning of the term your instructor will assign you to a group. Your group will conduct the discussion in a message board forum. Contact

your instructor if you have not been assigned to a group by the beginning of the first discussion date.

Before the discussion start date, be sure you have read all the assigned readings up to that date. Then, locate the discussion handout for that particular discussion. This is posted by the Instructor prior to the start date.

Discussions occur within an online message board. Discussions are "asynchronous," so you will need to access the course site several times throughout the week to read the questions, post your answer to the questions, and comment on other students' answers to the questions.

### **How is this assignment graded and assessed?**

The participation requirements for each discussion will be posted online. In order to earn full marks for a group discussion assignment, you must meet the requirements regarding participation, date by which to make your first post, and fulfil roles as assigned.

### **Argument note (AN) 3 papers = Total value 55%**

Argument notes (AN) are written assignments you must complete individually at 3 separate times during the term, hence, AN-1, AN-2 and AN-3.

There are 3 Argument Notes required in this course; they follow a specific format, which is described in detail below. At the beginning of the term, a list of readings to choose from for each AN paper will be posted by the Instructor. You must choose from the correct set of articles listed for each Argument Note; **writing an argument note on incorrect articles will result in a grade of 0.**

### **Objectives of this assignment**

1. To increase comprehension of course readings.
2. To help students develop critical thinking skills by identifying arguments, engaging with arguments, and making meaningful connections between course materials.
3. To demonstrate writing skills. The specific writing skills required to complete this assignment are: clarity of expression, conciseness, accuracy and proper use of grammar, syntax, punctuation, referencing and document formatting.

### **Document format**

Papers must be formatted using 1 inch margins, 12 point font and double spacing. The title page must include: student name, course name,

assignment title and date. Reference list must be complete and accurate. In text citations must follow APA writing guide style. Minimum length is 3 pages. Maximum length is 1,200 words (i.e., 5 pages), excluding title page and reference list.

Argument notes consist of three sections: Summary, Integration, and Questions/Reactions.

Argument notes are analytical summaries of a set of assigned readings. The list of readings to select from for each argument note assignment will be posted by the instructor.

**Argument notes consist of three sections, which should be presented in the order given here**

### 1. Summary

- Identify and summarize the key argument(s) or main point(s) of the readings. Ask yourself what the author is trying to convince you of and how. It is also not meant to be exhaustive: pick three or four of the more important key arguments or points of the reading, and briefly map them, i.e., elaborate their supporting claims; detail how the argument(s) "work." The summary section is the most important section of your Argument Notes and should be given the most space and attention-approximately 2/3 of the paper.

### 2. Integration

- Pick one or two ways in which the author's arguments or overall points from each reading relate to other course materials (readings, videos, discussion). How do the arguments you summarized challenge, complement, complicate or in some other way relate to something you learned from another course item? Look for points of similarity or difference and be sure to state **how and why** these arguments relate to one another. You must strive to incorporate course concepts regarding: feminist theories, patriarchy and oppression and analyze why this issue / these conditions exist.

### 3. Questions/Reactions

- Summarize your reaction to the readings. You can identify questions the readings raise for you. This can also be the place to put your specific questions about which parts of the reading did not make sense.
- You should discuss your reaction to the content, not the style of the reading. For example, stating that the reading was long / short / complicated / un-interesting etc.. does not provide me with an understanding of your grasp of the material.
- Do not focus on items that were not discussed in this reading. No one course reading will ever cover all aspects of one topic. For

example, pointing out that a reading on women in China did not discuss the situation for women in India, is not a valid point. Stay focused and on topic with the readings.

#### 4. Reference list in APA format

- Be sure it is complete, and that all sources cited in text are given in the reference list and vice versa. You are not required to do any additional research for this assignment. You may reference outside materials in your integrations and question/ reaction sections but the focus of this paper is to summarize and reflect on the assigned readings.

**Note:** Students should not include reactions to readings in the Summary or Integration sections of the Argument Notes. Those sections are places where students are expected to tease out an author's arguments; this is a necessary step preliminary to and separable from evaluating an author's arguments.

#### How is this assignment graded and assessed?

The chart "**significance on written work and criteria used to assess written assignments**" is used to grade this assignment. Letter grades correspond to the bottom of the grading scale. Argument notes must meet all the criteria of the assignment to receive a passing grade. Argument notes that re-state without going beyond receive lower grades than papers where students were able to demonstrate a strong grasp of the material and make meaningful linkages across topics and concepts. The overall level of writing forms part of the grade as well. Specifically, the assessed grade takes into account edits needed to correct: spelling, punctuation, sentence structure (grammar), paragraph structure, in text citations and clarity of expression.

You must cite all outside information used in your papers. For example if you state that women earn less than men, you must cite the source where you got that information. In other words, there needs to be evidence for the claims made in your paper. You cannot simply state that something is "right" or "wrong" or that you simply "disagree" with an idea or practice without discussing your reasoning. **These are not "opinion papers"** and you should cite academic sources to support your statements.

Failure to cite properly may result in a grade of zero and / or other penalties as per the U of M policy on Academic Dishonesty.

It is your responsibility to ensure you have met the requirements of the assignment prior to uploading your file to me via the correct dropbox for that assignment.

Letter Grade	Significance on written work and criteria used to assess written assignments
A+	Exceptional: student demonstrates superior grasp of the subject matter, an ability to go beyond the given material in a critical and constructive manner, superior ability to organize, analyze and integrate ideas, going beyond insights offered in course materials. A+ papers are also free of grammatical and mechanical errors.
A	Excellent: student demonstrates superior grasp of the subject matter, ability to go beyond the given material in a critical and constructive manner, strong ability to organize, analyze and integrate ideas, solid familiarity with course material. 'A' papers are relatively free of grammatical and mechanical errors. Claims made are accurate, explained and supported with evidence.
B+	Very good: B+ papers demonstrate almost all of the qualities of an 'A' paper but fall short in one key area, often writing style or ability to organize, analyze, and integrate ideas.
B	Good: A more than adequate performance, student demonstrates: thorough grasp of subject matter, a good understanding of the relevant issues and adequate referencing of relevant materials.
C+	Satisfactory: C+ papers demonstrate almost all of the qualities of B papers, but fall short in one key area, often because material and ideas are not well organized, or because some aspect of the materials appears to be not well understood.

C	Acceptable: An adequate performance in which the student demonstrates: a generally adequate grasp of subject matter, adequate understanding of relevant issues, adequate referencing of relevant materials. Report is mostly descriptive (summarizing) rather than critical / analytical. Failure to use course items to support claims. Referencing and / or citations need editing.
D	Marginal: Student demonstrates: some familiarity with subject matter, paper may be more descriptive than analytical, may not be referenced and / or organized adequately in sections. The student displays some familiarity with course material/ concepts. May contain: inaccuracies, missing citations, writing or structural errors.
F	An inadequate performance. Poorly written and / or contains too many errors, does not meet criteria for the assignment or does not illustrate understanding of the material cited.

Adapted from WOMN 1540 Fall 2007 S.Heald

### Steps for submitting papers in this course

All papers are submitted electronically via the dropbox for that assignmentsnt.

Include your last name and the assignment in the file name (for example, Smith AN-1.doc). Be sure to save your paper in .doc or .docx format.

You may only upload one file. Be sure it is the correct one. If you did not upload the correct file, in .doc or docx format, contact the instructor and attach the correct file. Late deductions may be applied.

### B-1 Library exercise

To be posted by the course instructor.

## Assignment due dates and late policy

Consult your assignment schedule for the due dates. Late assignments are penalized 10% per day late.

If you are unable to submit an assignment on the due date due to documented medical reasons, please contact me. Acceptance of late assignments due to other reasons is at the discretion of the Instructor. You must contact me within 48 hours of the due date if you are unable to submit your assignment for any reason.

If the course website is down or you are having trouble logging in, you should e-mail the Instructor directly and **attach your paper to the e-mail as proof it was completed** on the due date. You should also confirm that the instructor is allowed to use the (non-U of M) e-mail you've supplied to return your graded paper.

Internet access and the ability to properly upload and submit assignments on time is your responsibility.

## Final examination

There is an invigilated final exam in this course, and the format may change each term. The exam format typically contains a multiple choice questions section as well as a section where you will be asked to provide handwritten responses, in your own words, to essay style questions. You may also be asked to define and describe course concepts in your own words, based on course materials.

**Note:** The final exam will be written at the University of Manitoba (UM), Fort Garry campus or at an approved off-campus location. **Students needing to write at an off-campus location must declare a location by the specified deadline date** (see off-campus declaration and policy under Student Resources on course homepage). **Students writing at the UM Fort Garry campus do not need to declare an exam location.**

The Registrar's Office is responsible for the final exam schedule which is available approximately one month after the start of the course.



## Distance and Online Education (DE) Student Resources

In your course website there are links for the following:

- Contacting Distance and Online Education Staff
- Distance and Online Student Handbook
- Distance and Online Education Website



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