



[Introduction](#)

[Contacting your instructor](#)

[Course description](#)

[Course goals](#)

[Course materials](#)

[Course overview](#)

[Evaluation and grading](#)

[Plagiarism, cheating, and examination impersonation](#)

[Assignments](#)

[Final examination](#)

[Distance and Online Education \(DE\) Student Resources](#)

[Acknowledgements](#)

Introduction

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.

[top](#)

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.

[top](#)

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 examine selected themes related to the social conditions of women's lives such as: work, gender, health, violence, resistance and organizing for change. 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 person, 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 some current issues (local and global) regarding women's resistance and oppression.**

[top](#)

Course goals

Upon completion of this course you should be able to:

1. Summarize arguments made in course readings within a feminist context.
2. Reflect on, discuss and pose questions with others regarding feminisms (past and present) as well as regarding women's experiences, roles and locations in society.
3. Define and describe major course concepts such as: feminism, gender, patriarchy 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 used today.

[top](#)

Course materials

Required

Bookstore

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.

Textbook

- Mandell, N. (2010). *Feminist issues: Race, class and Sexuality* (5th edition). Pearson Canada
- Enloe, Cynthia (2007). *Globalization and Militarism: Feminists make the link*. Rowman & Littlefield Publishing Inc.

These textbooks are available for purchase in hard copy from the U of M bookstore. An electronic file version of Mandell (2010) can also be purchased from www.coursesmart.com

Readings package

- Distance and Online Education Readings Package. *WOMN 1600 D01, Introduction to Women's & Gender Studies in the Social Sciences*. Online Study.

University of Manitoba Libraries

1. Some required readings must be accessed via the U of M library online (see link in course website). In order to access materials online via the U of M library you will need your library PIN activated. You do not need to pay for the articles.
2. You should also have access to 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 / Learning Assistance Centre on how to format your paper in APA format.

[top](#)

Course overview

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 disconnected from each other and that the theoretical perspectives (Units 1 and 2) inform our understanding of how they relate to one another. For example, in Unit 3 we will tackle the sex/gender system. Feminists consider the way in which gender is "constructed" and how we come to be gendered; sexuality has several components of which the physical is but one. Women's sexuality weighs heavily into the beauty project (Unit 5), and gender underpins our understanding of women's experiences of work and family (Unit 8). Sometimes the connections between units may not seem clear until you work through the units and discuss these ideas in your papers and group discussions. However, you are expected to continually reflect in this course, and to strive to see the connections between each topic.

Topics

Unit	Topic	Required readings	Assignments
Unit 1	Introduction to the study of women and gender	Mandell introduction and chapter 1 Berger & Radloff (Reading Package)	
Unit 2	Oppression and privilege	Frye "Oppression" (Reading Package) McIntosh "White Privilege" (Reading Package) Weber (2010) Introduction and Chapter 1 (Reading Package)	GD-1 AN-1 (see list of readings to choose from online)
Unit 3	Sex and gender	Edwards & Jones "Putting my man face on" (Reading Package) Mandell pp. 48-57 Mandell pp.114-117 Nelson (2010) Gender in Canada chapter 2 pp. 38-69 (Reading Package)	
Unit 4	Women, race and empire	Mandell chapter 4 Olsen Harper (Reading Package) CAEF/NWAC "Women and the Cdn. legal system" (Reading Package) Enloe preface and chapter 1	GD-2
Unit 5	Exploring women's body projects	Mandell chapter 6 Video: Killing us Softly	
Unit 6	Women and health	Mandell chapter 11 History of abortion in Canada (online)	AN-2
Unit 7	Women, politics and globalization	Gabriel and MacDonald (2005) (online) Enloe (2007) chapter 4	GD-3
Unit 8	Gender, work and family	Mandell chapter 9 Friendly and Prentice (2009) About Canada: Childcare (Reading Package) Enloe chapter 2 NFB video "Who's counting: Marilyn Waring..."	
Unit 9	Women and Education	Mandell chapter 10	B-1

Unit 10	Violence	Mandell chapter 7 Beads & Kuokkanen "Aboriginal feminist action" (Reading Package)	AN-3
Unit 11	Third wave feminisms	Mandell chapter 3 Enloe chapter 8	
Unit 12	Review/Final exam preparation	Students should review course readings / videos	Final Exam

Learning activities

There will be many activities in this course that you will engage in as a learner in order to master the content and course objectives. The predominant mode of learning will be to complete the **required readings and viewing assigned videos**. In addition to text book readings you will participate in discussion within your assigned group. **Powerpoints with voice-overs** for some units will present content in a different perspective. You will **write a total of 3 papers** where your understanding of unifying course concepts will be evaluated. There is a **final exam** during the U of M exam period.

[top](#)

Evaluation and grading

Distribution of marks

Evaluation	Percentage
Group discussions (GD)	
GD-1 Summary Report	5%
GD-2 Summary Report	5%
GD-3 Summary Report	5%
Argument notes (AN)	
AN-1	15%
AN-2	20%
AN-3	20%
Bibliography (B-1)	5%
Final examination	<u>25%</u>
Total	100%

Grading scale

Letter grade	Percentage range	Description
A+	93 – 100	Exceptional
A	80 – 89.9	Excellent
B+	75 – 79.9	Very good
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.

[top](#)

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>.

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.

[top](#)

Assignments

Information about each assignment is located in the course website. All written assignments must be double spaced with 1" margins and 12 pt. font and include a title page with your name, the date and the title of the assignment. All file names should contain your last name and the assignment label (GD-1, AN-2, etc.).

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 course 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 team. Your team will conduct the discussion in a message board forum. Contact your instructor if you have not been assigned to a team 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 questions (click on the Assignment Widget and follow the links to download the questions).

Team 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.

Report format

The report is written by one group member who should post it to the team message board prior to the due date (if time permits) for review by others in the group. The report must be formatted using 1 inch margins, 12 point font and double spacing. The title page must include: team number (and name if you created one), course name, assignment title and date. A table that lists each team member, the date of their first post, and their total number of meaningful posts must be included. Maximum length is 650 words (approximately 2.5 pages), excluding title page and table.

A summary does not contain all of the details of the discussion. It summarizes the main activities, the overall points

and conclusions you arrived at for each of the questions. When I read your summary, I will know what your group concluded as to possible responses to each question, and the different perspectives, contradictions and tensions you were able to raise while discussing this question. The goal of this assignment is not to come to a consensus. It is better to raise contradictory points. This is expected to be done in a respectful, professional manner.

How is this assignment graded and assessed?

You should aim to make links between your experiences and course materials as they relate to each question.

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 is located in the listed in the course schedule of your course.

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 up to three or four of the more important key arguments or main 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 does the reading 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 2 items relate to one another. You must strive to incorporate concepts covered in the course thus far.

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

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 of letter grades on 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 (summarize) without going beyond receive lower grades than papers where students were able to demonstrate a strong grasp of the material and make meaningful and creative linkages across topics and concepts. Overall level of writing skill is assessed; marks are deducted for writing, referencing and formatting errors.

Steps for submitting papers in this course

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

Include your last name and the assignment in the file name (for example, Bednar A2-1.doc). Be sure to save your paper in .doc format.

Papers are graded on structure (grammar, spelling, punctuation, sentence and paragraph structure, proper citation) and content (level of analysis, accurate usage of course concepts). See the chart below for significance of letter grades on written work.

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

B-1 Bibliography exercise

See course website for full assignment information.

Assignment due dates and late policy

Consult your course schedule for the assignment 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.

Assignment due dates

Consult the course schedule for the assignment due dates.

[top](#)

Final examination

There is an invigilated final exam in this course. 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 conducted at the University of Manitoba, Fort Garry campus or at an alternate location off-campus. **All students must declare** an exam location. The Registrar's Office is responsible for scheduling the

final exam. Once finalized, the exam date and time information will be posted on the University of Manitoba Exam site.

[top](#)

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

[top](#)

Acknowledgements

Content specialists: Lisa Bednar, M.Sc.
Department of Women's and Gender Studies
Faculty of Arts
University of Manitoba

Lisa Bednar has been teaching in the area of Women's and Gender studies since 2004. As a graduate student, she worked on several different research projects: analyses of women's paid and unpaid work, public reaction to child spanking laws, experiences of low income mothers, experiences and challenges of foster parents to FASD children, and gambling in Aboriginal communities. The unifying thread in her work is a social justice perspective. As an Instructor she encourages students to reflect on what they are learning in order to better understand their own experiences.

Instructional designer: Lynette Phylfe, M.A.
Distance and Online Education
University of Manitoba

Web developer: Lorna Allard
Distance and Online Education
University of Manitoba

Copyright © 2011. Minor revision 2012, 2013. No part of the material protected by this copyright may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or otherwise without the prior written permission from the copyright owner.
University of Manitoba, Distance and Online Education

[top](#)

[Copyright © University of Manitoba, Distance and Online Education.](#)
[Distance and Online Education uses Google Analytics](#)