

School of Liberal Arts



WGST 200
Women and Social Change
Winter 2021-02

3 Credits

Course Outline

INSTRUCTOR	Shawkat Shareef	OFFICE HOURS	Moodle
E-MAIL	sshareef@yukonu.ca	CLASS TIME	Online
TELEPHONE	n/a	CRN	20236
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COURSE DESCRIPTION

This course examines the concepts, analyses and strategies employed by women in their efforts to improve their collective and individual status as members of historical and contemporary Canadian society. Course material covers the historical struggle for the establishment of basic rights in the "first wave" of the women's movement (turn of the Century), through the slow-moving changes of the 20th Century, to the contemporary struggle within and outside of the women's movement towards diversity and inclusion.

COURSE REQUIREMENTS

Prerequisite(s): ENGL 100 with 100 level WGST, SOCI, ANTH or PHIL recommended.

EQUIVALENCY OR TRANSFERABILITY

Find course transfer at <https://www.bctransferguide.ca/>

Students are reminded that it is always the receiving institution that determines whether a course is acceptable as an applicable, equivalent course or if it may be transferred to their program for credit. Find further information at: <https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- Widen their knowledge and appreciation of the diversity and range of women's activism toward change
- Learn and apply the feminist approach to the understanding of various socio-political, cultural, and economic issues that have gender implications
- Demonstrate their understanding through critical thinking and the writings of the local and global issues which influence women locally and globally

- Develop a thorough understanding of the current state of women's studies in Canada, both institutionally and practically.

YUKON FIRST NATIONS CORE COMPETENCY

[Required only for courses that meet the Yukon First Nations Core Competency (see the list at www.yukonu.ca/yfnccr); delete if not applicable]

Students who successfully complete this course will have achieved core competency in knowledge of Yukon First Nations. By the end of this course, students will have greater understanding and awareness of Yukon First Nations history, culture, and journey towards self-determination. For details, please see www.yukonu.ca/yfnccr

COURSE FORMAT

Delivery format

Due to COVID-19 and social distancing recommendations from the Chief Medical Officer of Health, this course is being taught online using a variety of materials, activities, and technical solutions. You will need to visit the course Moodle site and participate in online activities and discussions as assigned and scheduled.

There are no in-person meetings scheduled for this course and you will work on your own schedule. While there may be no set meeting times, video- or audio-conferencing may be used for office hours tutorials, teaching sessions, seminars and class meetings. Although this is a self-paced course, the class will proceed on a timetable with set assignments and due dates.

ASSESSMENTS

Participation

Participation in class is essential to the development of class unity and the learning process for everyone. Discussion forums offer students a forum in which to express ideas and be educated through the ideas of others. We will create together a respectful environment where everyone will feel safe and encouraged to speak. This means that students and instructor must monitor their speech so as not to give more than their fair share.

Students will also write a number of short assignments through practicing reflexive commentaries, demonstrating their understanding of theories about families and the practical implications of those theories in the understanding of indigenous, non-indigenous and immigrant families. There are no points assigned to these practice reflexive commentaries, but performance on these short practice assignments (both completion and quality) will be added to the overall participation grade as a percentage. Also, practice reflexive commentaries will

help stimulate the discussions the forums. For more details, see below.

Written Examinations

There will be two written exams; one midterm and the other is the final exam.

Assignments

There will be **three** reflexive commentary assignments. The topics for the assignments are chosen by the professor based on their experience in practice reflexive commentaries. See below for details about assignments. More to follow in the Discussion Forum.

Research Paper

Students will write one research paper on a self-researched topic on women and social change in Canadian society. The paper topic must be approved by the professor. The paper should be documented and formatted according to APA style and maximum of eight (8) pages (excluding the references) using 1.5 line spacing and 12 point fonts.

STUDY & LEARNING STRATEGY

Textbook aside, the on-line course environment containing several tools that would help you to get used to using the course material and enhance your learning experience. Please practice the following as your everyday guide to studying and learning.

The Beginning

At the very beginning, you should be able to familiarize yourself with the course syllabus, the Moodle course website, and the course textbook. Also, you should start reading the Week 1 readings and begin to address the concept of Reflexive Commentary based on the readings. Reflexive Commentary will be a big part of your learning throughout the course and it will certainly help you to do well in that.

Weekly Reading Strategy

As part of weekly readings, you should start by reading through the chapter assigned. Upon finishing reading the chapter, you can address some of the major issues and try to answer them in rudimentary fashion (this will help you to do reflexive commentary later on).

Problem Solving

It is very natural that you may run into difficulties to understand the textbook material. Do not worry when it happens because there are several tools to solve these problems: critical thinking questions, Discussion Forum and Email. Besides the textbook chapters, Discussion Forum and online material provided are to support you to clarify confusions regarding course materials. Don't understand a topic? Simply start a thread with your question to your

classmates and try to generate a very cooperative and congenial discussion. However, do this only after you have really invested some time and energy to understand the material because your classmates will not give you full answers to any topic/issue in question and if anybody attempts to do that, it will be considered unethical. As said before, Discussion Forum is an online-substitute for in-class lecture and discussions here should be regarded as discussions, not answers to questions (but definitely discussions will most likely lead you to the correct answers). Post your general course questions on the Forum. I will monitor the Discussion Forum and if necessary, will post comments to your inquiries/comments. If you are still struggling, send an Email to me through Moodle emailing environment and please be very specific topic/issue based in your emails. Personal problem related emails will be automatically ignored.

Reflexive Commentary

You have done your homework so far (reading textbook chapter, critical thinking questions and learning objectives for each chapter) and now it is time for you to proceed with Reflexive Commentary. Reflexive Commentary is a proof that you understand the course material and that you can engage with it through your critical reflection skills. It's basically your self-assessment tool to understand your own comprehension capacity of the course materials to develop your own reflective questions (other than the ones mentioned in the Critical Thinking Questions section at the end of every chapter). Reflexive Commentary will strengthen your skill and capacity that you need to write exams.

Practice Reflexive commentaries are written reflections of weekly readings. These practice reflexive commentaries will lead to **three** formal assignment/commentaries in total throughout the span of the course which are regarded as **three formal assignments** (see Reading List for the due dates). The commentaries will be submitted to the Discussion Forum when asked by me to do so using Moodle course website and in Word or PDF files. Submission of the commentaries are time sensitive and no late submissions will be accepted. There will be no make-up commentaries for missed opportunity. However, under extenuating circumstances (for which documentations are required), you can arrange for early submissions of the commentaries.

The purpose of the reflexive commentary is to enable you to develop critical analytical thought process. Therefore, the commentaries should not be just descriptive, rather they will be your own thoughts about different theories and concepts in textbook readings. Also, another aspect of the commentaries will focus on questions generated from each chapter where you will choose one question from each chapter to critically analyze and explain. In other words, the latter aspect of commentaries (critical thinking questions) are to enable you to think about the issue in more in-depth fashion. If your analysis and/or explanations can generate some debate/discussion among your peers, then you know that you have done a good job.

The **length of each reflexive commentary** in the Discussion Forum should not exceed *one and half pages* of typed text, using 1.5 line spacing and 12 pt Times New Roman font. No need to use a cover page for commentaries.

ASSIGNMENTS

You will write **three formal assignments**. Each assignment should not be exceeding 3 pages in length using Times New Roman font size 12 and 1.5 line spacing.

Exam preparations

On exam days, reviewing all study notes and Reflexive Commentaries will get you ready for the exam. When the exam is available online, first, read the question thoroughly to know what has been specifically asked in the question to address. It is up to you in which order you will answer the questions as long as the numbers of the questions are clearly specified. Always try to answer the questions that are easier and more familiar to you and save the challenging ones for the last. Exam time is limited and so, you have to do all the preparations beforehand so that you are not struggling for time. Topics will be provided before each exam for your preparations. You will not be allowed to hand in the exam after the deadline: you fail to submit the exam on time, you miss the exam altogether.

Exam Formats

First, there will be no multiple-choice / true-false questions for midterm and final exam. All exams will use short and/or long essays. Second, short questions will be “definitions” based and will require two paragraph-long answer or half page. Finally, the long essay topics will be drawn from major ideas/themes from the course readings. Long essays will be up to three pages (1.5 line spacing and 12 pt Times New Roman font). Textbook will be used for all three exam materials and exam questions will be available on the Moodle course website on the day of the exam. You will have 120 minutes (2 hours) to work on and submit your answers using Moodle course website. Final exam can be partially cumulative. Please do note that exam submissions are strictly time sensitive and late admissions will not be accepted.

GENERAL RULES

Email: All emails will be considered official and thus, emails will be formal both in language and presentation. Emails sent through Moodle SOCI 203 course website will be answered. So, please no emails from your personal email address as they will not be answered. Consider Discussion Forum is the most formal platform to post your questions about all types of course materials.

Discussion Forum: Discussion Forum is the online substitute for in-class lecture and thus, it should be used formally and appropriately. Discussion, debate should never entail any abusive language and tone and there will be zero tolerance for any kind of disrespectful presentation.

Disclaimer: The information is subject to change and if any change occurs in this online course, will be notified through Moodle, in the Announcements section.

EVALUATION

Participation	10 %	Ongoing
Midterm Exam	20 %	February 20, 7 – 9 PM
Final Exam	30 %	April 12, 7 – 9 pm
Assignment 1: Reflexive Commentaries	10 %	Due February 16 th
Assignment 2: Reflexive Commentaries	10 %	Due March 20 th
Assignment 3: Reflexive Commentaries	10 %	Due April 4 th
Research Paper	10 %	Due April 10 th
Total	100%	

TEXTBOOKS & LEARNING MATERIALS

Jacquetta Newman, Linda A. White and Tammy Findlay (2020): *Women, Politics, & Public Policy: The Political Struggles of Canadian Women*. Toronto: Oxford University Press.

E-link for the textbook: <https://www.vitalsource.com/en-ca/products/women-politics-and-public-policy-jacquetta-newman-linda-white-v9780199025534>

COURSE WITHDRAWAL INFORMATION

Students may officially withdraw from a course or program without academic penalty up until two-thirds of the course contact hours have been completed. Specific withdrawal dates vary, and students should become familiar with the withdrawal dates of their program. See withdrawal information at www.yukonu.ca/admissions/money-matters

Refer to the YukonU website for important dates: www.yukonu.ca/admissions/important-dates

Refunds may be available. See the Refund policy and procedures at www.yukonu.ca/admissions/money-matters

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures (updated bi-annually) for further details about academic standing, and student rights and responsibilities: www.yukonu.ca/policies/academic-regulations

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website at www.yukonu.ca/policies/academic-regulations)

It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): lac@yukonu.ca

TOPIC OUTLINE

Date/Week	Topic	Preparation/Reading, etc.
Week 1 (January 5-7)	<i>COURSE INTRODUCTION AND KNOW-YOUR-SYLLABUS</i> Chapter 1: Introduction <ol style="list-style-type: none"> Feminism: What is in a Name? Gender and the social construction of women and womanhood What is "public" and "private?" Conclusion: Feminism, post-feminisms and intersections.	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 2 (January 10-14)	Reading Chapter 2: Modern Feminist Theory <ol style="list-style-type: none"> Sister, can you paradigm? Theorizing about women: a modern history Conclusion: From sameness to difference, from ideas to the body	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 3 (January 17-21)	Reading Chapter 3: Contemporary debates in feminist theory <ol style="list-style-type: none"> Difference feminism Identity politics Postmodern feminism Intersectionality Conclusion: Global solidarity	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 4 (January 24-28)	Reading Chapter 4: The Women's Movement in Canada <ol style="list-style-type: none"> What is a social movement 	Practice Reflexive Commentary: What do you think about the

	<ul style="list-style-type: none"> b. Generational waves c. The Canadian women's movement Old waves, new waves and the millionwomen's march	issue (DiscussionForum)
Week 5 (January 31) Week 6 (February 1-4)	Reading Chapter 5: Contextualizing policy change	Practice Reflexive Commentary: What do you think about the issue (DiscussionForum)
Week 7 (February 7-11)	Reading Chapter 6: Women's participation in formal politics <ul style="list-style-type: none"> a. Women as representatives b. Quality versus quantity c. Barriers to women's success in achieving elected office Conclusion: the problems of supply and demand	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 8 (February 14-18)	Reading Chapter 7: The construction of families and family policy	Assignment # 1 due: February 16
Week 8	MIDTERM, FEBRUARY 20	MOODLE, 7-9 PM
Week 9 (February 21-24) February 25	Reading Week Heritage Day	No classes
Week 10 (February 28)	Reading Chapter 8: Production, reproduction and women's bodily autonomy <ul style="list-style-type: none"> a. Government regulations of reproduction Abortion	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 11 (March 1-4)	Reading Chapter 8: Production, reproduction and women's bodily autonomy <ul style="list-style-type: none"> a. Restrictions on reproductive rights Challenges for pro-choice feminists	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 12 (March 7-11)	Reading Chapter 8: Production, reproduction and women's bodily autonomy <ul style="list-style-type: none"> a. Regulating the making of families Assisted reproduction: feminists and the government	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum) based on the articles posted in the Moodle)

Week 13 (March 14-18)	Reading Chapter 9: Pin money, McJobs and glassceilings a. The story of women's work in Canada b. Between and rock and hard place c. The grounds of economic inequality d. The value of stay-at-home mother Gender roles and wage gap	Assignment # 2 due:March 18
Week 14 (March 21-25)	Reading Chapter 10: Challenging market rules and balancing work and family a. A history of workplace based policy change b. Anti-discrimination, equity and equality c. Balancing work and family life Conclusion: what is to be done?	
Week 15 (March 28-31)	Reading Chapter 11:Body politics a. Beauty and the body b. Prostitution c. Pornography d. Conclusion	Practice Reflexive Commentary: What doyou think about the issue (Discussion Forum)
Week 16/17 (April 1, 4-8)	Chapter 12: Canada in the world a. Gendering international relations b. Women's advocacy in the international systems c. Women's issues in global politics Continuing struggle for inclusion andrecognition	
Week 18	Research Paper Due April 10	MOODLE SUBMISSION
Week 18	FINAL EXAM, APRIL 12	MOODLE 7-9 PM