Instructor and Teaching Assistant Information
Instructor     Trevor Holmes
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Office Hours   Wednesdays 5:00-6:00; other times by appointment

T.A.           TBA (?)
Email          tba
Office         HH ???
Office Hours   See LEARN

Course Description
Calendar description: This is a survey course that provides an overview of the history of women's rights and struggles in western countries, with a special focus on Canada. The course provides an interdisciplinary focus that includes the impacts of culture, religion, politics and societal values on women's lives. The historical overview concludes with contemporary issues that include race/ethnicity, class, sexuality, body image, and violence.

In Fall 2018, we apply feminist concepts to local examples, while also adding to the global knowledge base by editing Wikipedia articles about women and organizations. Against the backdrop of historical and contemporary struggles and achievements, especially in Canada, we will consider identities, body politics, and institutions. We’ll also explore our own relationships to gender, history, and nation in terms of structural inequities and intersectionality.

As we do this, let’s acknowledge that we are on the traditional territory of the Neutral (Attawandaron), Anishinaabe, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to the Six Nations, that includes six miles on each side of the Grand River.

Intended Learning Outcomes
Upon completion of this course, you should be able to:

A. Describe structural and systemic sexism as it applies to historical and contemporary phenomena
B. Reflect critically on social location and intersectionality in understanding feminist concepts, gendered experiences of the world (yours and others’), and activism aimed to redress injustice
C. Find your own voice in a vast sea of debates, engaging authentically with others in respectful dialogue as part of a course community and a wider community
D. Increase your awareness of, and contribute to, the rich intellectual, material, and activist history that lies behind our ability to speak about and act on principles of anti-oppression
Required Text and Technology (Available from the Bookstore)
Hunter College Women’s and Gender Studies Collective & Simalchuk, Joan (2017). WOMEN’S REALITÉS, WOMEN’S CHOICES: AN INTRODUCTION TO WOMEN’S AND GENDER STUDIES CANADIAN EDITION. Toronto: Oxford University Press. NOTE: this MUST be the Canadian Edition. It is new, and much more relevant to us. Dr. Holmes and Dr. Fulfer have agreed on this new text for the next few iterations of the course.

Top Hat: We will be using Top Hat in every class; it’ll be used for some polling, test question practice, live online discussions (anonymous and non-anonymous), and attendance. If you do not have access to a credit card, Top Hat can be purchased at the bookstore.

Readings Available on LEARN • Some additional web-based readings and learning resources may be made available on LEARN

Course Requirements and Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Mini-journals (10x1%)</td>
<td>Weekly, Sep 12 – Nov 21</td>
<td>10%</td>
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<tr>
<td>Reading Quizzes (2x5%)</td>
<td>Oct 23, Dec 4</td>
<td>10%</td>
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<tr>
<td>Archive Assignment &amp; Intellectual Response Paper (milestones, stages)</td>
<td>Oct 17, Oct 31</td>
<td>25%</td>
</tr>
<tr>
<td>Community Assignment &amp; Intellectual Response Paper (milestones, stages)</td>
<td>Nov 13, Nov 27</td>
<td>25%</td>
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<tr>
<td>In-class &amp; Online Engagement</td>
<td>Weekly</td>
<td>10%</td>
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<tr>
<td>Take-home Examination</td>
<td>By Dec 18</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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Mini-Journals
Keep up with these! They become the data for your take-home reflective exam. Weekly, you’ll answer a prompt. You can be brief; a few sentences will do. The main rule is be honest (for your sake, not mine). You may find you want to write quite a bit. That’s fine too. Most prompts are meant to hook us into the topics of the week. You get the mark for completion, not for grammar or spelling. We reserve the right to give a zero if you just do keyboard mash (e.g. ela0;dflk) or other nonsense in an attempt to get a mark. Yes, we read them all. We only respond to the first, but you’ll have a rich record of your own thinking to deal with at the end of the course by completing all 10.

Reading Quizzes
These are our most traditional forms of assessment. There may be multiple choice, matching, or fill-in-the-blank questions based on required readings. Each is worth 10% and will cover half the course readings. Practice questions will be sometimes appear during lecture. Quizzes are online, timed, with appropriate accommodated extra time for documented disabilities. Obviously, you need to do your own quizzes, because cheating has serious consequences for your future (academically and also ethically).
**Archive Assignment, Community Assignment, Intellectual Response Papers**

In these unique assignments, you think about doing something, do it (typically a site visit/field observation), and reflect on having done it. Then, you apply some theory or concept from the relevant readings, attach it to your own experience with the thing you did, and write 750-1000 thoughtful words about how it all works together. Detailed instructions are provided on LEARN, along with the holistic rubric for assessment. IRP 1 is more structured, and makes use of our own Archives and Special Collections to enhance existing Wikipedia articles. You’ll have direct, hands-on contact with really old paper, or pictures, or film for your first IRP, and contribute to bringing some long-inaccessible artifacts to life for future researchers and publics to experience. For IRP 2, you’ll be going out into our local community to observe and analyse, AND you may choose quite different formats for your final products instead of a short paper. Choices will be discussed in lecture and posted on LEARN.

**In-class and online engagement**

Our course is designed to learn about collective struggle by being ourselves a collective, insofar as that is possible within university hierarchies. To this end, participation in class and online will be key throughout the term. You’ll find a rubric on LEARN that explains quality contributions in class (attendance will only form part of that mark) and quality contributions online between classes. Between lectures, at least 6 quality contributions, distributed across the term, should garner a good grade. Keep up weekly by logging on to LEARN once every couple of days, but contribute thoughtfully once a week at most, once every couple of weeks at least, in order to meet the between-classes requirement.

**Take-home Examination**

This will be due two weeks after the last lecture. It will involve responding thoughtfully to questions about your Mini-Journal entries, using their contents as evidence, as well as formulating a critically reflective plan for possible personal future contemplation and action based on what you’ve learned during the course. All details are provided during the last lecture and available on LEARN thereafter.

**Course Outline**

Any supplemental material will be posted on LEARN. Guest speaker dates will be firmed up as we go. Other than in Week 1, chapters are to be read before class meets on the Monday.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Sep 12</td>
<td>Defining Feminism(s), locating gender. Class agreements.</td>
<td>Chapter 1</td>
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<tr>
<td>2</td>
<td>Sep 19</td>
<td>Identities: Representation and Theories. Guest Archivist.</td>
<td>Chapter 2</td>
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<tr>
<td>3</td>
<td>Sep 26</td>
<td>Identities: Intersectionality</td>
<td>Chapter 3</td>
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<tr>
<td>4</td>
<td>Oct 3</td>
<td>Identities: Gender and where it came from</td>
<td>Chapter 4</td>
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<tr>
<td>5</td>
<td>Oct 17</td>
<td>Body Politics: Creating and regulating sex and sexualities</td>
<td>Chapter 5</td>
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<td>6</td>
<td>Oct 24</td>
<td>Body Politics: Families</td>
<td>Chapter 6</td>
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<td>7</td>
<td>Oct 31</td>
<td>Body Politics: the Life Course</td>
<td>Chapter 7</td>
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<tr>
<td>8</td>
<td>Nov 7</td>
<td>Body Politics: Medicalization and reproductive rights. Guest.</td>
<td>Chapter 8</td>
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<td>9</td>
<td>Nov 14</td>
<td>Institutions: Education. Guest.</td>
<td>Chapter 9</td>
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<td>10</td>
<td>Nov 21</td>
<td>Institutions: Religion</td>
<td>Chapter 10</td>
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<tr>
<td>12</td>
<td>Dec 5</td>
<td>Institutions: Politics and power, agency and activism</td>
<td>Chapter 12</td>
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Late Work
Life happens. We get that. Everyone gets a 24-hour grace period for the IRP submissions, no questions asked. After 24 hours – yes, even one second after 24 hours (to be fair to all) – submissions will be deemed late and lose 10% without documented reasons. Talk to us if you’re uncertain, and approach us if you are struggling with deadlines or any other aspect of school. I’ve seen so many people feel ashamed of themselves or their work and not reach out. Reach out! Even if you get docked, it’s only 10% of a 25-point assignment, so you could still get a 90! :)

Do keep up with the Mini-Journals; they really are due weekly and if you don’t get them done, your take-home exam will be pretty hard to do, since it relies your own responses to Mini-Journals as your data to analyse. You’ll need documented grounds to hand those in late or sit Reading Quizzes late.

Information on Plagiarism Detection
Due to the scaffolded, reflective, and public nature of our assignments, I will not be using plagiarism software that requires you to submit your work to a third party. As a class, we will work diligently to ensure that our own work really is our own work, with all sources appropriately attributed, modeling integrity in scholarly research.

Electronic Device Policy
This is a device-friendly course. But: recent (possibly flawed) research has claimed that taking notes by hand, rather than on laptops, improves learning (http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/). Studies have also suggested that laptops distract everyone around them (http://www.sciencedirect.com/science/article/pii/S0360131512002254). At the same time, for some, laptops are key accommodations for particular disabilities. So, although there will be times that we’ll aside devices in order to do particular kinds of activities, group or individual, I also ask that you bring laptops, tablets, or smartphones to class in order to engage in online activities. We will make use of Top Hat during each lecture, so it’s necessary to have at least a cell phone with texting capability. Let me know, privately and right away, if access is a problem for you.

Attendance Policy
Because we are attempting to develop a collective sense of being learners together, engagement in class is important. Half the engagement grade will come from participating during lecture, which is impossible without attending. So, I’ll take attendance once per class; attending 10 of our classes will net you 5 of your 20 engagement points! It is university though, so it is up to you to make the effort to be present. I won’t judge you for lateness or absences; just don’t be disruptive if you arrive late or leave early.

Statements from the Institution
Cross-listed course
Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

**Other sources of information for students:**

- Academic Integrity website (Arts)
- Academic Integrity Office (UWaterloo)

Accommodation for Students with Disabilities

**Note for students with disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

**Off campus, 24/7**
- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)
Download [UWaterloo and regional mental health resources (PDF)](#)
Download the [WatSafe app](#) to your phone to quickly access mental health support information