



## Department of Gender & Women's Studies

### **WOME 3030 Theorizing Equality: Housewives, Radicals, & Gender-Blenders Winter 2023, Online, Asynchronous**

Instructor: TBD  
Email: TBA

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#### **Course Description:**

In this course you will learn about different feminist theories used to explain and combat gender inequality. You will examine the questions, tensions, and debates in feminisms, and learn about feminist praxis – the transformation of theory into practice. As a class, we will explore how the boundaries between gender and other axes of identity are created, maintained, and/or challenged; the degree to which contemporary theoretical positions account for material inequalities and experiences of marginalization; and gaps in various praxes or theories. Theory explains why social inequalities exist and offers up solutions. Different feminist groups have different explanations for gender inequality, and develop different political initiatives based on their theories. The project is not finished, and all the theories we review this term are alive and well.

#### **How to use this Syllabus to manage the course:**

- 1) Read the Syllabus carefully now, and send me an email if you have any questions. No question is too big or too small. Print off a copy of the Syllabus for easy reference.
- 2) Plan your assignment deadlines now; be in touch with me if you have a question about the assignments.
- 3) Set aside firm hours each week in your calendar so you have time for this course.
- 4) Use this Syllabus alongside the weekly information posted on D2L.

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## Required Course Materials

Text: Lorber, Judith. *Gender Inequality: Feminist Theories and Politics*. 5<sup>th</sup> edition. Oxford: Oxford University Press, 2012.

Links: on D2L

## Assignments

### Weights and Due Dates

	Weight / 100	Due
Autobiography	5	TBA
Weekly Activities	30	TBA
Mid-term "Best of Activities" weeks 2-5	20 (2 x 10)	TBA
End-of-term "Best of Activities" weeks 7-12	20 (2 x 10)	TBA
Final take-home paper	25	TBA

### Instructions

#### *Autobiography: Introduce yourself*

Maximum 250 words, posted in the "Autobiography Forum" on D2L "Discussions" Due: TBA

- 1) Let us know what you know about feminist theory;
- 2) Tell us what experiences do you have working for equality / with equality-related issues / thinking about equality, particularly in relation to gender and its constructions, but also in any other way you are thinking about social equality
- 3) Tell the class (and me!) what you hope to gain from this course

#### *Weekly Activities*

(note: some links take you to pages that include advertisements. Neither Lakehead nor the Dept. of GWS is affiliated with or endorses these products)

250-500 words (equivalent of one-two pages), posted in the "Activities" section (aka: the



discussion page) each week

MLA or APA in-text citations are required

Due: Each week, TBA

Go to the Activity in the week's links. It might be a song, a news article, a website, a cartoon, and follow the instructions posted for the week's Activity.

The Rubrics section at the end of this Syllabus explains how I will evaluate all your work.

Remember: length does not necessarily result in a better grade. An incredibly well-written, supported, one-page Activity will always garner a better mark than an unfocused, meandering, two pages.

### *Frequently Asked Questions*

Q: What if I forget to hand in my Activity response on Sunday?

A: Then it is late, and you will have 3 marks deducted. Because each Activity is worth 3, you will receive zero for that week

Q: If I hand in an Activity late (and it receives 0 for the week), can I still choose it as one my "Best of Activities"?

A: Yes. As long as it was posted during the weeks for that "Best of Activity".

Q: Where do I hand in my weekly activity?

A: You post it in the "Activities" section for the week.

Q: Do I have to do a Works Cited section for my Activity?

A: No, but use in-text citations appropriately so it's clear who you're citing.

Q: Do I have to do all the Activities?

A: Only if you want the marks. If you don't do an Activity, you cannot get the 3 marks for that week.

Q: What if I am hospitalized?

A: Contact me as soon as you can. With appropriate documentation, we will work out alternate due dates.

### *Mid-term "Best of Activities" weeks 2-5*

Choose your best two (2) activities from weeks 2 to 5: the ones you're most proud of; that you think best showcase your analytical skills and your ability to apply class readings and concepts; the ones that are best-written and best-evidenced.



Email subject heading “Best of Activities,” and let me know which two Activities you want me to mark in depth. Check the marking rubric at the end of this Syllabus to see how I will evaluate “Best of Activities.”

If you do not email me your choices by the due date, I will choose two weeks at random, without re-reading your work. The weeks I choose may not be your best work, but those are the Activities for which you will receive the grades.

### *Frequently Asked Questions*

Q. Any two of my Activities from those weeks?

A. Yes. It’s completely up to you.

End-of-term “Best of Activities” weeks 7-12

Instructions are the same as “Best of Activities” weeks 1-5.

### Take-Home Final

Maximum 8 pages (ca. 2000 words), excluding the title page and works cited. Double-spaced, 12-point font, Ariel or Times New Roman, 1-inch margins, letter- sized paper, MLA or APA in-text citations. Papers not following this format will lose 5 marks immediately.

Due: TBA

Watch Chimamande Ngozi Adichie’s TEDxEuston talk, “We Should all be Feminists,” available at [https://www.youtube.com/watch?v=hg3umXU\\_qWc](https://www.youtube.com/watch?v=hg3umXU_qWc)

- 1) Adichie uses many of the theories we’ve learned this term to build her arguments. How many can you identify, and where is the evidence to support your answer with reference to her talk and the required readings?
- 2) Which feminist theories would be critical of certain moments in her presentation, and why?
- 3) Adichie doesn’t explicitly name the theories she uses to make her argument, but she uses them anyway: in your own thinking about gender inequality, which theories do you now recognize as the ones you most often use, and why (that is, how does your own social location affect your theorizing, as Adichie’s does hers)?

### *Frequently Asked Questions*

Q. Where do I hand in my final?

A. In the Assignments folder.

Q. Will you give feedback on a rough draft of my take-home final?

A. Yes, as long as I receive your rough draft at least one week before the due date.

Q. Do you want us to focus on just one or two theories?

A. No. This is your chance to showcase how much you learned this term (as with an in-class final).

Q. What if I don't use any theory to think about equality? How can I answer the third question?

A. You do theorize, even if you haven't been able to name it until now. Take time to think about where you see gender inequality coming from (why masculine-linked traits and people are more privileged in dominant discourses, institutions, and ideology than feminine-linked traits and people), and that will help you to frame your answer.

### Extensions, Late Work, Academic Dishonesty, and Other Details

#### *Due Dates and Late Penalties*

You have all assignment instructions and due dates from the first day of class, so there will be no extensions, except in the case of a documented medical or other emergency.

Late work will be reduced by 3 marks per day, including Saturdays and Sundays. Work more than 7 days late will not be accepted without University-approved documentation.

#### Academic Misconduct and Disciplinary Procedures

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting property (including paraphrased ideas), and avoiding misrepresentation is a core principle in University study.

Review the rules at: [https://www.lakeheadu.ca/faculty-and-](https://www.lakeheadu.ca/faculty-and-staff/departments/services/provost-vice-president-academic/academic-integrity-plans-policies/academic-dishonesty-regulations)

[staff/departments/services/provost-vice-president-academic/academic-integrity-plans-](https://www.lakeheadu.ca/faculty-and-staff/departments/services/provost-vice-president-academic/academic-integrity-plans-policies/academic-dishonesty-regulations)

[policies/academic-dishonesty-regulations](https://www.lakeheadu.ca/faculty-and-staff/departments/services/provost-vice-president-academic/academic-integrity-plans-policies/academic-dishonesty-regulations)

## Weekly Readings and Materials

Where is Intersectional feminism, you ask?

All these feminist theories now use an intersectional feminist lens. Some incorporated intersectional feminism early on, when the concept was introduced under other names by Black Socialist Feminists and Multiracial / Multiethnic feminists in the 1980s and early 90s; others were a bit later to the party, and took it on after the term 'intersectional' was used by Crenshaw to rename concepts like Lorde's 'matrix of domination' in the late 90s and early 2000s. It is everywhere, as it should be, and I will look for it in your work too.

### **A. Gender Reform Feminisms**

**Listen:** Audio – Gender Reform Feminisms

#### **Wk. 1: Liberal Feminism**

\*Autobiography due TBA

**Reading:** Lorber, 27-50

**Activity:** *CBC News*, "Because it's 2015" (all instructions for the weekly Activities are on D2L in the week's Activity section)

#### **NOTE:**

This week's activity is for practice. The grade will not count towards your Activities grades and this Activity cannot be used as a choice for your Mid-term "Best of Activities".

#### **Wk. 2: Marxist & Socialist Feminism**

**Reading:** Lorber, 51-89

**Activity:** World Economic Forum Press release on wage equity

#### **Wk. 3: Indigenous Feminism**

**Reading:** Starblanket, Gina. "Being Indigenous Feminists"

**Activity:** Native Women's Association of Canada: magazine publication OR policies

### **B. Gender Resistance Feminisms**

**Listen:** Audio – Gender Resistance Feminisms

#### **Wk 4: Lesbian Feminism**

**Reading:** Lorber, 151-167

**Activity:** sexy lady's short book launch clip

#### **Wk 5: Radical Feminism**

**Reading:** Lorber, 127-150

**Activity:** *The Guardian*, “The Ruined Lives of K-Pop”

**A Note about TERFs:**

TERFs are a small minority of radical feminists and get way too much media time. Feminism interrogates gender construction and the oppressive outcomes of binary gender norms, institutions, beliefs, and embodiment. Trans-inclusive radical feminists are the majority of radical feminists.

**Wk 6: Reading Week!**

No work this week.

**Wk. 7: Psychoanalytic and Cultural Feminism Reading:**

Lorber, 168-182

**Activity:** Choose either Psychoanalytic or Cultural feminism for you Activity this week. a) Psychoanalytic: BBC, “Girls Toys vs. Boys Toys, the Experiment;” b) Cultural: Guerrilla Girls

**Wk. 8: Standpoint Feminism**

**Reading:** Lorber, 183-202

**Activity:** Cartoon, “Perspective is Everything”

**C. Gender Rebellion Feminisms**

**Listen:** Audio – Gender Rebellion Feminisms

**Wk. 9: Social Construction Feminism**

**Reading:** Lorber, 207-230

**Activity:** No Doubt’s classic hit, “I’m Just a Girl”

**Wk. 10: Multiracial and Multiethnic Feminisms Reading:**

Lorber, 231-252

**Activity:** BLM

**Wk. 11: Feminist Studies of Men and Masculinities Reading:** Lorber, 253-283

**Activity:** *Buzzfeed*, “Pick Up Artists are Still a Thing”

**Wk. 12: Postmodern and Queer Feminisms**

**Reading:** Lorber, 284-303

**Activity:** Scott Turner Schofield, “Ending Gender”

**Wk. 13: Third-Wave Feminism**

**Reading:** Lorber, 304-325

**Just for fun as a wrap-up:** Watch Roxanne Gay’s “Confessions of a Bad



Feminist” – are you a ‘bad feminist’ too? and thanks for a really great term!

## **Support Resources**

In distress or crisis?

[https://drive.google.com/file/d/1CShaNXhajf0vbT8oCmBao3aQo\\_HX45QT/view](https://drive.google.com/file/d/1CShaNXhajf0vbT8oCmBao3aQo_HX45QT/view)

Student Accessibility Services

<https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

Indigenous Student Services

<https://www.lakeheadu.ca/current-students/student-services/tb/aboriginal-services>

Student Health and Wellness

<https://www.lakeheadu.ca/students/wellness-recreation/student-health-and-wellness>

Office of Human Rights and Equity

<https://www.lakeheadu.ca/faculty-and-staff/departments/services/human-rights-and-equity>

Writing Help and other Supports

<https://mysuccess.lakeheadu.ca/home.htm>

## **Rubrics for All Evaluated Work**

### **Autobiography 5/100**

You receive up to 1 mark for each numbered instruction, and 2 marks assigned to your writing skills (grammar, punctuation, syntax, etc.).

### **Weekly Activities (3/100 each = 30 total for weeks 2-5 and 7-12)**

3 = Great work! Few to no errors in the writing, your thoughts are well-supported with references back to the readings, and you’re very clear about what you are focusing on in the Activity and the connections you’re making.

2 = You engage with the Activity well, and provide clear connections between the Activity and the readings. This mark differs from a 3 in that there are multiple spelling / syntax / grammar or other writing errors; and/or you have not cited well to support your ideas. You are beginning to engage with the Activity in a scholarly, supported, way.

1 = You do an entry that mentions the theory and the Activity. No specifics, no details, no citations, no clear connections, but you have submitted something, and I can see you working with the theories’ concepts and the Activity. Mainly opinion with little scholarly support for your ideas.



0 = Total misunderstanding, nothing but opinion with no references back to the text, or plagiarism, which I will pursue through the Dean's office

### **All other written work, including “Best of” and the Take-Home Final**

**A+ (90-100%):** Near-Perfection. The work clearly develops a near-irrefutable argument concisely and convincingly. Ideas are linked and flow clearly from sentence to sentence and paragraph to paragraph. The argument leads clearly and inexorably to its conclusion, is stimulating to read and shows analytical and connective abilities well in excess of expectations for the level. There are no errors in scholarly documentation or formatting, and the work is virtually free of errors in grammar, spelling and punctuation. Secondary sources never stand in for your own thoughts, but are used as evidence for your ideas.

**A-, A (80-89%):** Excellent. The work thoughtfully develops an interesting thesis, or story, if that option is selected; secondary source material is used to support your ideas, and not as a substitute for your own thinking. You are in command of the topic and show some originality and enthusiasm in discussing it. The work is well organized, convincingly argued, and clearly expressed – a pleasure to read. It is mainly free of errors in grammar, spelling and punctuation, and uses the conventions of scholarly documentation correctly.

**B-, B, B+ (70-79%):** Very Good to Good. The work is a competent, accurate treatment of its topic. It is well written and has a clear thesis. Writing at the bottom of this range may not have fully digested the materials, and may lean uncritically on secondary sources. The organization is good and the sentences are all comprehensible. There are few errors in grammar, spelling and punctuation. The work follows standard conventions of scholarly documentation.

**C-, C, C+ (60-69%):** Good to Fair. The thesis is unclear, or trivial, or undeveloped. Much of the work is summary or paraphrase, with only occasional analytical comment. There may be inaccuracies; writing at the bottom of this range may rely exclusively on secondary sources instead of the students' own thoughts. The writing is disjointed; some sentences may be convoluted and incomprehensible. There may be mistakes in grammar, spelling and punctuation, as well as carelessness about scholarly documentation.

**D-, D, D+ (50-59%):** Poor. The work has serious inaccuracies and inconsistencies. The student has some grasp of the topic, but not much. Where sources are cited, they tend to be misused or misinterpreted. The student expresses opinions, but does not support them with evidence from the course materials in support of their position. The writing lacks coherence, is unclear, and has many errors in grammar, spelling and punctuation, as well as carelessness about scholarly documentation.



**E (40-49%):** Failure Grade. Near-total misunderstanding. The student has very little grasp of the materials or subject. The writing is disorganized, obscure, full of grammatical errors and is unscholarly.

**F (0-39%):** Failure Grade. Total misunderstanding. The student seems to have no grasp of the materials or subject. The essay is disorganized, obscure, full of grammatical errors and is unscholarly. Cases of plagiarism will be submitted to the Dean with my request that a mark of zero be assigned.