

WOMEN AND SOCIETY
Social Science 1185 9.0
2010-2011

COURSE DESCRIPTION

This course examines images of women and the impact of sex and gender stereotyping. It explores women's experiences in families, at school and at work, and considers issues of poverty, violence and sexuality. It focuses on Canadian women but recognizes the diversity of their experiences based on their class, race, sexuality and ability.

Women organizing for social justice is a central theme in this course. Although women continue to face considerable challenges, they also organize to enhance the quality of their lives, protect and expand their rights and strengthen their communities.

This study of women's lives challenges many common myths. It also provides the basis to assess various explanations for the differences between women and men, sex/gender inequalities, and continuing patterns of discrimination.

As part of the Foundations Programme, this nine-credit course includes an intensive and explicit emphasis on the development of transferable skills that support student success at the university. In particular, this course addresses critical reading, essay research, library skills, web research, self-directed and collaborative learning strategies, time management, test-taking and note-taking.

Note: This is a nine credit course, that is, a full course and a half course combined. The workload is commensurate. In addition to the four hours of class time, expect to do at least an additional eight hours of reading and writing outside of class each week.

COURSE DIRECTOR: Professor Linda Briskin

web site: <http://www.yorku.ca/lbriskin/>

email lbriskin@yorku.ca

Office: N744 Ross Telephone: 736-2100 x 77824 (voice mail)

Office Hours: By appointment

TUTORIAL LEADERS:

Pat Breton

Flora Chen

Francesca Dall'Acqua

Loree Erickson

Leyna Lowe

Kathryn Travis

Lee Wiggins

LECTURES: Wed 12:30-2:30 Vari Hall B

COURSE WEB SITE: <http://www.yorku.ca/lbriskin/courses/1185/index.html>

In addition to the course outline, and all your assignments, the course website has many interesting links. For example, go to 'web resources' and browse through the various sites about women and women's organizing.

REQUIRED TEXTS

Canadian Labour Congress. *Women in the Workforce: Still a Long Way From Equality*. Ottawa, 2008.

Robert Munsch. *The Paper Bag Princess*. Toronto: Annick Press, 1980.

[This small book is available at the information desk in the bookstore.]

Marge Piercy. *Woman on the Edge of Time*. New York: Fawcett Columbine, 1976.

The books are available for purchase in the York bookstore. They are also available at the Reserves Section in the Scott Library for short term borrowing.

READING KITS

Two reading kits -- one for the fall term and one for the winter term -- are available for purchase at the York University Bookstore. In addition to the course readings, the *Fall Reading Kit* contains numerous articles on skill development which will be used throughout the year. A copy of each of these kits is also on reserve in the Scott Library.

SKILL AND ASSIGNMENT KIT

A kit of course assignments and handouts on skill development is available free of charge, funded by the Social Science Department. This kit is also available on reserve in the Scott Library. If you should drop the course, please return this kit.

VIDEOS

Over the year, we will view a number of documentaries which are an important part of the course material and may be referenced on tests and exams. If you miss the class showing, you should watch it in The Sound and Moving Images Library (SMIL) (located on the main floor of Scott Library). In addition to watching the video at an individual caral, you can also book Room 123 in SMIL which has DVD/VCR equipment. It holds eight people. Here is the link to the room booking: <http://www.library.yorku.ca/mrbs/>.

COURSE WITHDRAWAL DATE:

FEB 11, 2011 (date to drop the course without receiving a final grade, that is, without academic penalty).

EVALUATION

Total evaluation is marked out of 150 grade points since this is a nine credit course, that is, 1.5 courses.

FIRST SEMESTER

READING IN DIFFERENT VOICES 15

TEST (IN LECTURE) 10

WOMEN'S ECONOMIC EQUALITY [WEE] 30

PART ONE 15

PART ONE WILL NOT BE ACCEPTED LATE

PART TWO 15

PART TWO WILL NOT BE ACCEPTED LATE

SECOND SEMESTER

GENDER-BASED ANALYSIS: RESEARCH ASSIGNMENT [GBA] 40

Step Two 10

STEP TWO WILL NOT BE ACCEPTED LATE

Step Three 10

STEP THREE WILL NOT BE ACCEPTED LATE

Step Four 20

FINAL EXAM 25

TUTORIAL GRADES

TUTORIAL ATTENDANCE 10

TUTORIAL PARTICIPATION 10

Includes Roundtables on WEE, GBA Topics, and Women's Organizing, Study Group Presentation on "Observing Gender" as well as individual participation

TUTORIAL WORK 10

Your tutorial leader will explain what work is required for this grade.

TOTAL: 150

EMAIL: Regular emails about the course will be sent to your yorku email address. Be sure to check your yorku email on a regular basis. You should also send any course email via a yorku account. Most of you have set up a York email account when you registered. If not, go to <http://www.yorku.ca/computing/students/>. Click on ‘Get your Passport York username’ and then on [Instructions on setting up your account for the first time.](#)

COMPUTER LABS: For information on accessing on-campus computer labs and hours of operation, go to <http://www.yorku.ca/computing/students/labs/index.html>. The largest is the **Computing Commons** (1st floor of the William Small Centre at 155 Campus Walk). To use these computers, and the ones in the Scott Library, you will need an ‘acadlabs account’ which you can set up through Passport York.

If you do not have access to a computer at home, you can use campus computers and save your work to a personal file. If you need help, the student support staff can assist you. For additional help, you can phone (416- 736-5800) or email (helpdesk@yorku.ca) (Monday - Friday, 8:30 am to 5:30 pm).

ON LINE TUTORIALS

To support the Foundations goals of this course, you are required to complete three on-line tutorials.

Research Roadmap Tutorial <http://www.library.yorku.ca/roadmap/> > The *Research Roadmap* is a self-guided introduction to bibliographic research methods. It will take you through the basic steps of the research process in preparation for writing a social science essay.

Academic Integrity Tutorial http://www.yorku.ca/tutorial/academic_integrity/ > The *Academic Integrity Tutorial* is designed to help you learn about issues of academic integrity. It explores plagiarism and related matters with case examples and positive strategies you can use to improve your academic efforts and avoid committing an academic offence as outlined in the Senate Policy on Academic Honesty. York's Policy and procedures on academic honesty are featured, and the tutorial includes a self-test allowing you to gauge how well you understand issues related to academic integrity.

Web Research Tutorial <http://www.yorku.ca/webclass/>. The *Web Research Tutorial* teaches you how to use publicly-accessible web sites for research, understand what kind of information is freely available on the web, and what kinds of search tools and techniques will help you get useful results, and how to critically evaluate and properly document what you find.

Other On-line Tutorials: In addition to the three required online tutorials, you might also be interested in other excellent on-line library tutorials. Go to <http://www.library.yorku.ca/ccm/Home/ResearchAndInstruction/startresearch.htm?g11n.enc=UTF-8>

NELLIE LANGFORD ROWELL WOMEN'S STUDIES LIBRARY

The Women's Studies Library is located in 204 Founders College; 736-2100 x 33215. To check out their hours and their extensive collection, go to <http://www.yorku.ca/nlrowell/>

SCHOOL OF WOMEN'S STUDIES (SWS) <http://www.yorku.ca/laps/wmst/undergrad/wsUGrad.html>

In the Undergraduate Program of the SWS, students are encouraged to explore the diversity of women's experience in the present and the past, through courses that examine how race, ethnicity, class, sexual orientation have shaped women's experiences. In addition, students will be encouraged to become aware of contemporary social issues and to participate in the wider community through work, culture and activism.

IMPORTANT COURSE INFORMATION AND POLICIES

1. WORKING INDEPENDENTLY

A key difference between high school and university is the greater expectation that you will work independently, that is, with less teacher support and direction than you might be used to. Learning at the university level is largely student-directed and requires careful time management. Many students find this a difficult transition. Students often find the work load a challenge, especially the ongoing reading that is required. As part of the Foundations program, this course offers you a number of supports.

a) Tutorials

You will meet in groups of 25 with your Tutorial Leader once a week for two hours. In your tutorials you can ask questions about the lectures, discuss the course readings, seek clarification about the assignments, receive feedback on your assignments, and develop the critical skills necessary to succeed in the university. To do well in this course, you need to learn to take full advantage of your tutorials which means advance preparation. **It is your responsibility to do the readings ahead of time and bring questions; read over your lecture notes and identify issues you would like to clarify and explore; and to identify questions about the assignments.**

Assignments are due and returned in tutorial. Your Tutorial Leader will take attendance every class; your attendance grade is based on the number of tutorials you attend. Since time is extremely limited, **Tutorial Leaders will not repeat material covered in the lecture or provide a précis of either the lecture or the readings.** It is the responsibility of students who miss classes to seek help from fellow students. Student study groups and course listservs will facilitate this process.

b) Time Management

To work independently depends upon managing your time. This course outline indicates the due dates for all assignments which allows you to plan your time well ahead and supports the development of effective time management. Make an overall plan for each semester. The academic year is very short (only 12 weeks in each semester) and you need to develop effective time management skills to keep on top of the workload. For this course, you should allocate 8 hours a week in addition to lecture and tutorial time.

When developing your time management plans, be sure to incorporate *all* your responsibilities and activities, including housework and waged work. For your information, research shows some waged work is actually helpful to student success, especially if it is on campus, but that academic performance drops off dramatically if students are working for more than 20 hours per week.

For more guidance, see *Time Management at University: Tips to help you make the grade!*

http://www.yorku.ca/cdc/lsp/pdfs/time_brochure.pdf and *Time Management for University Students*

<http://www.yorku.ca/cdc/lsp/skillbuilding/timemanagement.html>. **The Learning Skills Program** also offers free workshops and individual counselling on time management <http://www.yorku.ca/cds/lss/skills.html>

c) Written Instructions and Guidelines for your Assignments

Your *Skill and Assignment Kit* offers detailed directions for all your assignments. The assignments are also available on the course web site. Be sure to read these instructions carefully and take advantage of those tutorial times when you are encouraged to bring questions about the assignments. Tutorial Leaders will not answer questions about the assignments either in tutorial or on email if the answers are available in the instructions. It is your responsibility to read these instructions very carefully.

d) Study Groups

Your Tutorial Leader will help set up study groups which should meet at least once a week. These groups support self-directed and collaborative learning strategies. They are also an invaluable vehicle for going over your assignments, preparing for exams, sharing lecture notes if absent, etc. The assignment on “Observing Gender” is a Study Group project. For more information about study groups, see "Information Sheet For Study Groups" in your *Skill and Assignment Kit*. You may wish to meet on line via Facebook.

e) Tutorial Leader Office Hours

Your Tutorial Leader will have a scheduled office time. You are encouraged to visit your Tutorial Leader on a regular basis to ask questions, and discuss course material. If you are having a problem which might impact on your ability to complete work, you are advised to speak to your Tutorial Leader as soon as possible.

Most Tutorial Leaders are full-time graduate students. They have only ten hours a week to allocate to this course and may not be available as much or when you would like. It is important to take advantage of scheduled office hours.

Scheduled Meetings with your Tutorial Leader

In each semester, your Tutorial Leader will set up a meeting with you to discuss the course, your work, your grades and any questions you might have. These meetings will give you the opportunity for personalized attention. Attendance at these meetings is required.

f) Use of Electronic Media

No laptops, cellphones or electronic media are permitted in tutorials. Please co-operate with this policy.

2. TUTORIAL ATTENDANCE/WORK

a) Tutorial Attendance

Tutorial attendance is mandatory. The portion of the grade assigned for attendance will be calculated using a scale. If you miss 0 classes =A+ (10/10); 1 class = A+ (9.5/10); 2 = A (9); 3 = A (8); 4 = B+ (7.5); 5 = B (7); 6 = C+ (6.5); 7 = C (6); 8 = D+ (5.5); 9 = D (5); 10= E (4); 11= F (2); 12 = F (0).

Students who miss tutorials will be marked absent. Many, if not most, absences are for legitimate reasons; however, it is the policy of this course not to negotiate about absences. If you are away, you have missed the work and are marked absent. Although your Tutorial Leader will appreciate knowing that you will be absent, please do not ask for special treatment about such absences. Arriving late or leaving early will be marked as .5 of an absence. **A good attendance record can make a significant difference to your final grade.**

Not only is tutorial attendance important for your individual learning, continuity in attendance is also a responsibility to the tutorial group. Students who miss tutorials frequently are out of the conversation loop and have a negative impact on the learning of others. Make a commitment to attending tutorials not only for yourself but also for the whole group.

b) Tutorial Participation

Over the year, you will participate in a variety of roundtable discussions and group presentations in your tutorial including roundtables on the assignment on Women's Economic Equality, Women's Organizing, topics for Gender-Based Analysis assignment and "Observing Gender: A Study Group Presentation". For these assignments, you will work in groups, and all members of your group will receive the same grade. Note that your group will not receive an individual grade on each of these exercises but an overall assessment at the end of the first and again at the end of the second semester.

Your grade for tutorial participation will also reflect your overall preparation, informed contribution to class discussion (i.e. evidence of having done the readings), responsiveness to the presentations and comments of other students, and participation in the course listserv. This grade is not based on the number of times a student speaks.

c) Tutorial Work

Over the year, you will do a number of short tutorial assignments on course readings, such as annotations on readings, spot quizzes etc. Your tutorial leader will explain in more detail.

3. LECTURES

The large lecture format is not ideal for learning; nonetheless, many of your university courses will include large lectures. Given the enrolment of 200 students in this course, the lectures will be quite formal. If time permits, there will be an opportunity for questions and brief comments. There will normally be a brief break but please return in a timely fashion.

a) Ground Rules for Lectures

Please refrain from talking during lectures, even to ask the person next to you about something you missed. Make a note of your questions and follow up after the lecture or in your tutorial. Talking during a lecture makes it difficult for other students to hear and is generally disruptive.

All cell phones and pagers should be turned off. Please arrive on time. Arriving late or leaving early is very disruptive.

b) Computers Use in lectures

Computers are permitted in the lectures but only for taking notes. In order to be able to use a computer in the lecture hall, you must fill in and adhere to the **Agreement on Laptop/Electronic Media**. If you use your computer for anything except taking notes, you will forfeit the right to use it for the rest of the year. This agreement is available from your Tutorial Leader. Return the signed agreement to your tutorial leader the week of Sept 29.

d) Note Taking

Note taking skills are critical to succeed in courses with large lectures. Equally important is reading over your notes soon after the lecture. You will be surprised how much you can fill in and clarify. If you wait until you need to study from the notes, you will likely find them difficult to use. See *Making Lecture Notes at University: Tips to help you make the grade!* <http://www.yorku.ca/cdc/lsp/pdfs/notes_brochure.pdf> and "Note Taking at University" <<http://www.yorku.ca/cdc/lsp/skillbuilding/notetaking.html>>. **The Learning Skills Program** also offers free workshops and individual counselling on note taking <http://www.yorku.ca/cds/lss/skills.html>

e) Attendance

Although we do not take attendance in the large lecture, the lectures are critical to your success in this course. If you have to miss a lecture, arrange with your study group to share their lecture notes. Exam questions will be based on lecture material.

4. LEARNING NEW MATERIAL

- i) Trust your ability to learn what you do not already know. Coming to university would be fruitless if you were not challenged to learn new and difficult things.
- ii) Accept that you might not understand reading material and concepts right away. Understanding comes in stages. Try to be comfortable with *not* understanding.
- iii) Do not assume that because material is difficult or seems confusing, it is not worth learning. 'Easy' is not a useful criteria. Try to see the struggle as 'learning play'.
- iv) Do not criticize yourself when you do not understand something. Instead, turn your confusions into questions. You will learn more, increase your own confidence and help others to learn. Often when one person is confused, many are confused.
- v) In terms of reading material, do not get stopped by words or sections that you do not understand. Put a question mark beside the material and keep reading. In many instances, the material will become clear at a later point in the text. If it does not, bring directed questions to your tutorial, your study group, or post a question to your tutorial listserv.

5. READING

You may find it difficult to keep up with the amount of reading in this course. All university courses require a lot of reading, and this is often difficult for students used to high school expectations. As with all university skills, effective reading also depends on good time management skills.

The reading load in this course reflects the fact that it is a 9 rather than a 6 credit course (although the reading requirements for this course are about average for a 9 credit course). For your information, you will be asked questions about the readings on both the mid term test and final exam. It is best to keep up with your readings, and take advantage of your tutorial time to ask questions and discuss the readings in detail.

For help on how to read effectively, see *A Guide To Active Reading, Asking Questions, Effective Listening And Successful Tutorial Participation*. Also *Reading Skills for University* <<http://www.yorku.ca/cdc/lsp/skillbuilding/reading.html>> and *Reading Tips* http://www.yorku.ca/cdc/lsp/pdfs/reading_brochure.pdf.

Learning Skills Services also offers free workshops and individual counselling on learning skills. <http://www.yorku.ca/cds/lss/skills.html>

6. FEEDBACK ON DRAFTS

Unfortunately Tutorial Leaders do not have the time to read over assignment drafts prior to submission. However, there are some options available to you.

- i) Visit your Tutorial Leader in her office hour with any questions and even a brief point form outline She will spend some time looking it over with you.
- ii) In September, sign up for a writing tutor with the Writing Department. If you register early, you will be able to take your draft to a writing tutor http://www.yorku.ca/laps/writ/writing_centre.html.
- iii) Exchange papers in your study groups. Given the shared knowledge of the material, such feedback will likely be very helpful.
- iv) Use the Checklists included in the assignment instructions as a basis to assess your paper (and those of other students, if you are working in your study groups).

The fact that your Tutorial Leader or a writing tutor has gone over your assignment does not guarantee that you will receive an 'A' grade. Also a student may receive an 'A' on one step of an assignment but not on another since each step focuses on different tasks/skills.

7. HANDING IN ASSIGNMENTS

Assignments will not be accepted by email. Also do not slip assignments under the office door of the Professor or try to hand in assignments in the Social Science Department. Hand your assignments directly to your Tutorial Leader in the tutorial unless you have made other specific arrangements with her. Assignments will not be accepted in lectures. It is your responsibility to ensure that the Tutorial Leader receives your assignment.

ALWAYS KEEP A COPY OF YOUR ASSIGNMENT: All of your assignments include this instruction: **"Hand in the original and keep a paper copy for yourself. This is for your protection.** Do not rely on electronic copies since computers may crash and you may lose your work. For that reason, it is also strongly advised that you regularly print off paper copies of rough work."

8. GRADING

FOR INDIVIDUAL ASSIGNMENTS: A+ 90-100; A 80-89; B+ 75-79; B 70-74; C+ 65-69; C 60-64; D+ 55-59; D 50-54; E 40-49; F 0-39. The university does not use minus grades for undergraduates. For more information about grading in the Faculty of Liberal Arts and Professional Studies, see your *Skill and Assignment Kit*.

FOR FINAL GRADES: Total evaluation is marked out of 150 since this is a nine credit course, that is 1.5 courses: A+ 135-150; A 120-134; B+ 112-119; B 105-111; C+ 97-104; C 90-96; D+ 83-89; D 75-82; E 60-74; F 0-59.

Final grades are not raised except those that come out to .9 or .8 or .7 or .6 (for example, a 69.9 or a 69.8 or a 69.7 or a 69.6 will be raised to a 70). We grade carefully throughout the year. If you do the calculations, for your grade to be .1 or .2 higher, you would need a slightly higher grade on every assignment, or a much higher grade on one. So to raise .6, .7, .8 and .9 grades is already generous.

Sometimes students need a certain grade point average to remain in a program or maintain a scholarship. If you have a grade goal in mind, for example, to complete the course with a B+, then it is critical that you maintain a B+ average on all your assignments. Students sometimes incorrectly assume that if they improve over the year, their earlier grades will not matter. This is not the case. Each individual grade needs to be considered in light of the grade goal.

Use the “Keep Track of Your Grades” form in your *Skill and Assignment Kit*. This record will help you to assess how you are doing. Do not ask your Tutorial Leader for year-to-date grades.

Some of you may be interested in your grade point average (GPA). Averages are calculated on the basis of the point value assigned to each letter grade.

A+ = 9	C = 4
A = 8	D+ = 3
B+ = 7	D = 2
B = 6	E = 1
C+ = 5	F = 0

9. PENALTIES FOR LATE ASSIGNMENTS:

Effective time management is a critical skill for university students. Adhering to the schedule for assignments supports the development of this skill.

You will lose 5% for assignments up to one-week late, and 10% for assignments up to two-weeks late. This means that if an assignment is from one to seven days late, it will lose 5%. So if you received a 65% on the assignment (6.5/10) but handed the assignment in one-week late, you would lose 5% and receive 60% or 6/10. No assignment will be accepted more than two weeks late.

Several of the assignments will not be accepted late: Part One and Part Two of the Economic Equality Assignment, Step Two and Three of Gender Based Analysis (Research Assignment). Plan accordingly.

Over the years we have established that the fairest approach is to maintain a consistent rule for all situations. This ensures that all students in all tutorials are treated in the same way. Assignments are due in the tutorial on the date specified in the course outline. An assignment handed in any time after this tutorial is considered late. Do not ask for special extensions for late assignments.

Use the two week extension very sparingly and only in dire emergencies. Late penalties on many assignments can have a very negative impact on your final grade, and easily reduce your grade point average by half to a full grade. **It is recommended that you have each assignment done one week before it is due.** This will help you deal with any unexpected emergencies and will provide time for adequate review and proofing of your work.

10. FEEDBACK ON YOUR ASSIGNMENTS

One way to improve your written work is by engaging with the feedback on your assignments. Although your Tutorial Leader will write some comments on your assignments, the most extensive feedback will be provided in your tutorial when the assignments are returned. Your Tutorial Leader will detail the kinds of problems with the assignments and what you need to do to improve.

Listen carefully to these comments and then re-read your own assignment. Can you identify the main revisions you would need to make in order to improve the paper and your grade? In a study group meeting, read each other's assignments. This will also help you to see the strengths and weaknesses of your own work.

11. MEETING WITH YOUR TUTORIAL LEADER ABOUT A GRADE

If you still have questions about why you were assigned a particular grade, make an appointment to see your Tutorial Leader. Prior to that meeting (which should occur a minimum of one week after you received back the assignment), you need to read over the instructions, your assignment, and the comments from your Tutorial Leader.

Write one paragraph identifying the weaknesses in your paper based on your careful re-reading, comments by your Tutorial Leader on your paper, and to the whole class. Try to explain what prevented you from getting a better grade. In particular, note if you did not follow any of the assignment instructions. Judging a student paper in relationship to the requirements of an assignment is a critical aspect of fair grading. If you did not follow the instructions carefully, your grade will be seriously affected.

Also write one paragraph on what you see to be the strengths of your assignment.

Doing this self-assessment is a very important step in learning how to edit and revise. Send these comments by email to your tutorial leader at least 24 hours prior to your meeting. Also be sure to bring your assignment and these comments to your meeting with the Tutorial Leader.

12. REWRITE POLICY

Students do not have the option of re-writing assignments or doing additional work to improve their grades. If you receive a low grade on an assignment, focus your attention on improving in the rest of your assignments.

13. ACADEMIC HONESTY:

Read carefully the attached handout on Academic Honesty. Plagiarism and cheating which include lifting material from the internet, using text from books without giving credit, or purchasing or borrowing essays are very serious offences at the university. If you are caught, which is very likely, the penalties are very severe. At minimum you will receive 0 on the assignment. Penalties increase with subsequent transgressions. To help you understand issues of academic honesty, you will complete an on-line tutorial on *Academic Integrity* <http://www.yorku.ca/tutorial/academic_integrity/>.

For more information, go to <<http://www.yorku.ca/acadinte/students/>>, and also <<http://www.yorku.ca/laps/council/faculty/integrity.html>> which includes a link to the *Senate Policy on Academic Honesty*.

Also see “Beware! Says who? Avoiding plagiarism” in your *Skill and Assignment Kit*. Indiana University also has a very useful site on plagiarism. <<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>>

14. TUTORIAL LISTSERVS AND EMAIL

Each tutorial group has its own listserv. If you send an email to your tutorial listserv, for example, 1185tut1@yorku.ca, all students in your tutorial as well as your Tutorial Leader and Professor Briskin will receive it. Check to see the number of your tutorial (listed on your schedule), and note your tutorial address below. You are only be able to post to your own tutorial group. The listservs are set up so you receive a copy of your own postings. This confirms that your message was sent.

You will be signed up to the tutorial listserv at your *yorku* address. You will only be able to send and receive messages to and from the listserv via this account. So you will not be able to send a message to your tutorial listserv from a hotmail, Rogers, or gmail account, only from your *yorku* account.

The primary purpose of the tutorial listservs is to facilitate conversation among students as a complement to the tutorials and the study groups. *In order to enhance your writing skills, do not use short-forms or symbols in your email postings.* Use the listserv for asking questions about course material, engaging in discussion about issues raised in the course, continuing discussions started in tutorial and providing additional information of interest to your classmates.

List serv addresses:

1185tut1@yorku.ca	1185tut4@yorku.ca	1185tut7@yorku.ca
1185tut2@yorku.ca	1185tut5@yorku.ca	1185tut8@yorku.ca
1185tut3@yorku.ca	1185tut6@yorku.ca	

Be sure to identify the specific subject of your posting on the subject line, for example, "sexual harassment in sports" or "Sexual Assault Centres". When others respond to your email, the subject line will remain, and will facilitate following a particular discussion.

Include a 'signature' at the end of the posting. Most email programs will allow you to set a standard signature that will automatically be included at the end of all your emails. This signature can include your full name, and if you choose, your program of study etc.

Your Tutorial Leader has only very limited time to read the email on the tutorial listserv, and may not read all postings. Do not expect a reply from your Tutorial Leader to questions posted to her over email. You should talk to your Tutorial Leader in person during the tutorial, in her office hour, or at the lecture break.

EMAIL GROUNDRULES

The tutorial listserv offers a vehicle for learning a new form of communication. Just as we need groundrules for how we engage in tutorial discussions, it is also important to have groundrules for email discussion. Here are a few.

*Ask for clarification if something posted to the listserv upsets you. The way you read the posting may not reflect the intention of the writer.

*Disagree respectfully. Remember that what is on screen may have more potency than a passing comment in a discussion.

*Keep in mind that the goal is to open up discussion rather than to shut it down. So in a heated exchange, begin by acknowledging what the other person has said in order to demonstrate that you have taken the time to understand her point of view.

*In your reply, highlight areas of agreement as well as disagreement.

*Never attack a person; you are speaking about her point of view.

*Always use the *I* voice, that is, do not assume you speak for others.

*When you disagree with someone, consider the tone. If you have any concerns about your tone, save your message. Read it the next day. Perhaps you will revise it before you send it.

*If no one responds to your posting(s), do not assume that nobody has read it.

15. ACCESSING YOUR GRADES

To receive your grades on assignments, you will need to attend your tutorial or see your Tutorial Leader in her office hour. No grades will be available by email or posted on office doors.

Students can access final grades on line by going to the registrar's site <<http://www.registrar.yorku.ca>> and clicking on "Report of Final Grades". You will need a password to login, available from "Manage My Services" at <http://www.yorku.ca/computing/students/>.

16. GUIDELINES ABOUT EXAMS

i) Exam Schedules

The final exam will be scheduled in the formal exam period (April 6-April 23, 2010). The Exam Schedule will be posted at <http://www.registrar.yorku.ca>. The professor has no control over the timing of the exams.

ii) Guidelines for Illness on Day of Exams

Sometimes students assume that if they are sick, they can miss the exam and a make-up exam will be scheduled for them. However, this is not the case. Students have no automatic rights to make-up exams. A make-up exam may be scheduled but only in exceptional circumstances. Otherwise students can appeal through the university appeals procedures <<http://www.yorku.ca/laps/council/students/petitions.html>>.

If you are too sick to make the exam, you will need a detailed doctor's note. This note must state why you were unable to write the exam **on that day**. A headache, stomach ache or cold will not be sufficient excuse, nor will the fact that you have been sick prior to the exam and so have not had sufficient time to study. Time management is critical: always assume there will be a crisis and do not leave your studying to the last few days.

The University requires that your doctor fill out an *Attending Physician's Statement* available at <http://www.yorku.ca/laps/council/students/documents/APS.pdf>

If you do miss the exam, please call my office (736-2100 x77824) and leave a voice message for me (with the name of your Tutorial Leader). And send an email to lbriskin@yorku.ca and to your tutorial leader. Include a number where we can reach you. **YOU SHOULD DO THIS ON THE DAY OF THE EXAM.** If you are too sick to phone, have a friend or family member phone.

17. STUDENT CONDUCT

Student Code of Conduct

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. It is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York web site <<http://www.yorku.ca/secretariat/policies/document.php?document=124>>.

Senate Policy on Disruptive and/or Harassing Behaviour in Academic Situations

Senate affirms that no individual or group of individuals shall cause by action, threat or otherwise, a disturbance that obstructs any academic activity organized by the university or its units. York is committed to policies that support the teaching and learning of controversial subject matter. Students and instructors are, however, expected to maintain a teaching and learning environment that is physically safe and conducive to effective teaching and learning for all concerned, and to be civil and respectful at all times within the learning environment, including within classrooms, laboratories, libraries, study halls and other places where academic activities are conducted and in areas proximate to those where academic activities are taking place.

Course directors or other supervisors shall inform the Associate Dean of their Faculty and chair of the applicable unit of any incident which has disrupted academic activities.

<<http://www.yorku.ca/secretariat/policies/document.php?document=82>>

CAMPUS SERVICES:

York University offers many excellent and free services to students. Take advantage of them.

Writing Department (WD) S329 Ross (416 736-5134).

<http://www.yorku.ca/laps/writ/writing_centre.html>

The WD offers one-on-one tutoring help with your assignments. To be assigned a tutor, you must sign up well in advance. The WD also offers mini-workshops on topics such as "How to Develop a Thesis" and "Effective last Minute Revisions". These workshops happen regularly over the year and fill up quickly. Information about these workshops will be distributed via tutorial listservs.

English as a Second Language Open Learning Centre [ESL-OLC] 116 Atkinson College (416-736-2100 x 22940) <http://www.yorku.ca/eslolc/keele/default.asp>

The ESL Centre is open twelve months a year to all York students, registered in degree programs, and is free of charge. Students may request help in any aspect of English: listening, reading, writing, and speaking. ESL-OLC offers individual tutoring by appointment and weekly workshops on topics related to the language needs of ESL students: Conversing in English, Understanding Lectures and Note Taking, the Internet for Language Learning, Reading Academic Texts, Correcting Common Grammar Errors, Presenting in Front of a Group, Research Skills for Essays, and Organizing and Writing Essays.

Counselling and Disability Services [CDS] N110 Bennett Centre for Student Services
(416-736-5297) <<http://www.yorku.ca/cds/>>.

CDS provides a range of services, including personal counselling, group development workshops, learning skills training, support and academic accommodation for students with learning, mental health, physical, sensory and medical disabilities. Students who require accommodation are encouraged to contact the appropriate office early in the term so that appropriate arrangements can be made. Failure to notify the Course Director of your needs in a timely manner may jeopardize the opportunity to arrange for academic accommodations.

Learning Skills Services offer support around reading skills, note taking, time management, exam preparation and stress management, both individual counselling and workshops. Their web site has many useful resources. <<http://www.yorku.ca/cds/lss/index.html>>.

Physical, Sensory and Medical Disabilities Services provide a wide range of high-quality support services in order to meet the needs of students with physical disabilities. As a direct provider of postsecondary educational services, the OPD has a legal responsibility to accommodate persons with disabilities under the Ontario Human Rights Code. <http://www.yorku.ca/cds/psmds/>

Learning Disabilities Services provides educational support to university students with documented learning disabilities. <http://www.yorku.ca/cds/lds/learningdisabilities.html>.

Mental Health Disabilities Services: York University has policies in place to ensure all students have equal opportunity to attain their educational goals. If you are a student with a mental health disability, you may be eligible for academic accommodations. <http://www.yorku.ca/cds/mhds/>

Support Services for Students

At this site, you can check out the services listed below

<<http://www.yorku.ca/yorkweb/currentstudents/campuservices/supportservices.html>>.

University Counselling and Support Services

[Career Centre](#)

[York International](#)

[Office of the Ombudsperson and Centre for Human Rights](#)

[Health Education & Promotion](#)

[Student Conduct and Dispute Resolution](#)

Student Support Services

[Sexual Assault Survivors Support Line \(SASSL\)](#)

Centre for Women and Transpeople <http://www.yorku.ca/ywc/>

[Transgendered Bisexual Lesbian Gay Alliance at York \(TBLGAY\)](#)

Day Care

[York University Lee Wiggins Childcare](#)

[York University Co-op Day Care](#)

Student Services Expert <<http://yorku.intelliresponse.com/registrar/>>

"Ask a Student Services Expert" (online service): for questions as routine as "What is tuition?" or as unique as "How do I audit a course?", you can now use this system to get immediate answers.

Navig8 <<http://www.yorku.ca/web/navig8/index.html>>

Navig8 project gathers need-to-know information in one convenient e-place and provides online tools to help students make the transition to their next academic year. Navig8 provides a rolling calendar of York's summer and fall academic deadlines, videocasts from current students who share their tips for success, links to information about minimizing exam stress and understanding grade reports, and a list of high-priority tasks students can undertake to begin their next academic year on track. Students can subscribe to receive regular e-mail or text message reminders about important dates.

Personal Student Portal <https://my.yorku.ca/web/guest/home>

At the portal, you can access your York email, keep track of dates and times with a personal calendar, access course information, review your library account, receive alerts and announcements, events and news from various sources at York. Log in to my.yorku.ca using your regular Passport York ID.

COURSE OUTLINE: FALL SEMESTER

The first lecture will be on Wed Sept 15, and the last lecture in this semester is on Dec 8. The first tutorials are on Sept 15, 16 and 17, and the final tutorials on Dec 8, 9 and 10. This Outline provides a week-by-week description of topics.

Do the readings for the Wed lecture. They will also be discussed in your tutorials. For each tutorial, bring questions on the reading material and the lectures, and read additional material as noted below. Your Tutorial Leader will also give you additional instructions. **PLEASE DO NOT BRING GUESTS TO THE LECTURES.**

Unit One: Introduction: Difference, Power and Privilege

WEEK OF
SEPT 15

INTRODUCTION TO COURSE: Why a course on women?
First tutorials meet on Sept 15,16 and 17

FOR TUTORIAL:

- i) Read over course outline and bring any questions.
- ii) Bring your email address. For this course, you must use a *yorku* address.
- iii) Read: Ten Secrets of Success (handed out in lecture) or at http://www.yorku.ca/cdc/lsp/pdfs/ten_secrets_brochure.pdf
- iv) Read: “Employability Skills Profile” (handed out in lecture): Put a check mark beside items where your skills are strong, a question mark for those you are not sure about, and a cross for those where you know they are weak. As a follow up, in your tutorial, you will fill out a “Skills Assessment”.

SEPT 22 STEREOTYPES AND SOCIAL ORGANIZATION

READINGS: *Scott-Dixon, “Cross Purposes: A Short History of Cross-Dressing Women” (kit)
 *van Daalen-Smith, Cheryl. *Living as a Chameleon: Understanding Girls’ Anger* (kit)
 *Gould, “X- A Fabulous Child's Story” (kit)

FOR TUTORIAL:

- i) Read over and bring questions on “A Guide to Effective Listening, Active Reading, Asking Questions, and Successful Tutorial Participation”(Skill and Assignment Kit).
- ii) Read over and bring questions on first assignment on “Reading in Different Voices” (*Skill and Assignment Kit*). **It is very important that you read over the assignment directions very carefully and bring your questions.** You will not have additional opportunities to do this. Studying the instructions for the assignment is the first step in effective time management.
- iii) Bring comments and questions on the lecture and the readings.

SEPT 29 SEX, GENDER AND DIVERSITY

- READINGS: *Bornstein, "Naming All the Parts" (kit)
*Bornstein, Quotes from *My Gender Workbook* (handout)
*Khalsa, "Repression in the Eye of the Beholder" (kit)
**To Our Allies: Everything you ever wanted to know..*" (handout)
**If you found this booklet useful, consider sending this link to five friends, and ask them to send to five others <<http://www.caw.ca/en/3678.htm>>

FOR TUTORIAL:

- i) Bring a level 1, 2, 3 and 4 question about "Naming All the Parts". For more information, see "A Guide To Effective Listening..." (*Skill and Assignment Kit*)
- ii) Read "Summaries and Reviews of Social Science Literature", "What is an Argument? (And What is Not?)," and "Fallacies..." (*Fall Reading Kit*)
- iii) Read over and bring questions on "**Observing gender: A study group presentation**". **It is very important that you read over the assignment directions very carefully and bring your questions.** You will not have additional opportunities to do this. In order to ensure that each Study Group does this observation in a different public space, the locations will be decided in this tutorial. Come with a few suggestions for your group.
- iv) Bring comments and questions on the lecture and the readings.

OCT 6 BODY IMAGE, MEDIA AND POPULAR CULTURE

- READINGS: *Rice, "Between body and culture.." (kit)
*Thorne, ""Girls and boys together..." (kit)
* "French bill targets those who glamorize thinness" (kit)
*Munsch, *The Paper Bag Princess*

FILM: Killing Us Softly 3 (34 mins)

NOTE: The Study Guide for the mid term test (Nov 3) will be handed out in the lecture.

FOR TUTORIAL:

- i) DUE: Assignment on "Reading In Different Voices"
- ii) Bring comments and questions on the lecture and the readings.

Here are links to some traditional fairy tales.

Snow White <<http://www.fln.vcu.edu/grimm/schneeeng.html>>
Cinderella <<http://www.pitt.edu/~dash/grimm021.html>>

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Check out <<http://www.mediawatch.com/>> which monitors TV and advertising images of women.

Check out <<http://demo.fb.se/e/girlpower/>>. This web site takes the photo of a young model and shows all the enhancements which have been made before it was published. Look for the 'reveal the retouch' link.

Check out: <<http://www.miniature-earth.com/>>

FALL READING WEEK: OCT 9-15

Oct 18 is **PERSON'S DAY**

Check out Person's Day, when women were finally legally declared persons in Canada in 1929:

<<http://canadaonline.about.com/cs/women/a/personscase.htm>>

OCT 20 SEXISM, RACISM, ANTI-SEMITISM

READINGS: * "Women's experience of racism..." (kit)
 *Gold, "14 Questions on Sexism and Anti-semitism" (kit)
 *McIntosh, Peggy. "White Privilege and Male Privilege" (kit)

FOR TUTORIAL:

i) Bring questions on the "Study Guide for the Mid-term Test". Your Tutorial Leader will only answer questions on the instructions for this test. Meet in your study groups to go over the questions. The test will be held in the first hour of the lecture on Nov 3.

ii) **Gender Observation** presentations.

iii) Bring comments and questions on the lecture and the readings.

Unit Two: Families

OCT 27 FAMILIES IN HISTORY

- READINGS: * Dua, "Beyond Diversity" (kit)
* "Why I Want a Wife" and "The Politics of Housework" (kit)
* "Housework looms for Spanish men" (kit)

FOR TUTORIAL:

i) Bring your notes from the Oct 20 lecture. Read: *Making Lecture Notes at University: Tips to help you make the grade!* <http://www.yorku.ca/cdc/lsp/pdfs/notes_brochure.pdf> and "Note Taking at University" <<http://www.yorku.ca/cdc/lsp/skillbuilding/notetaking.html>>.

ii) "Reading in Different Voices" will be returned. As per instructions in the assignment, bring the clean copy of your assignment and the one page statement of its strengths and weaknesses, and one change you would make to improve it. The most important way you will get feedback on your assignment is in your tutorial when the assignments are returned. Your Tutorial Leader will detail the kinds of problems with the assignments and what you need to do to improve. Listen carefully to these comments and then re-read your own assignment, and your statement of its strengths and weaknesses. How accurately did you identify what could be improved?

iii) Bring comments and questions on the lecture and the readings.

NOV 3 CONTEMPORARY CANADIAN FAMILIES

FIRST HOUR: MID TERM TEST

SECOND HOUR: GUEST SPEAKER:

Rachel Epstein, author of "Lesbian Families" will join us for the second hour.

- READINGS: *Epstein, "Lesbian Families" (kit)
* "Three Parent Decision" (by email)

FOR TUTORIAL

i) Read over and bring questions on assignment on "Women's Economic Equality" assignment (*Skill and Assignment Kit*). It is very important that you read over the assignment directions very carefully and bring your questions. You will not have additional opportunities to do this. Studying the instructions for the assignment is the first step in effective time management.

ii) Bring comments and questions on the lecture and the readings.

Unit Three: Women Organizing (i)

NOV 10

WOMEN ORGANIZING

- READINGS: *Christiansen-Ruffman, “Women's Conceptions of the Political..” (kit)
*Delaney, “Coming of Age” (kit)
*”Indian Women Pioneer Informal Justice Courts” (on email)
* Millennium of Achievements (kit)
*Cure for Chaos: No Sex Tonight (kit)
*”What is the Women’s Global Charter for Humanity”(kit)
*”Little Women Raise Big Bucks” (kit)

For a more detailed version of the ‘Women’s Global Charter, see
<http://www.iefd.org/manifestos/womens_global_charter.php>

Also check out <http://www.themissgproject.org/>

Healy Thompson will be speaking on “Taking Action/Making Change” in the second hour.

FOR TUTORIAL:

- i) Bring comments and questions on the lecture and the readings.

Unit Four: Women and Work

NOV 17

MYTHS AND REALITIES ABOUT WOMEN'S WORK IN CANADA

- READINGS: **Women in the Workforce: Still a Long Way From Equality* (available in the bookstore)

FOR TUTORIAL:

- i) DUE: Part One of the assignment on “Women’s Economic Equality”

FOR THIS ASSIGNMENT NO LATE SUBMISSIONS WILL BE ACCEPTED since you will be discussing the Report in your tutorial.

- ii) Mid-term test returned.

- iii) Bring comments and questions on the lecture and the readings.

NOV 24 WOMEN AND THE SECOND WORLD WAR

READINGS: *Brand, “We weren't allowed to go into factory..” (kit)
 *Phillips and Phillips, “Women's Work in Canada..” (kit)

FILM: Rosie the Riveter (65 mins)

FOR TUTORIAL:

- i) Part One of *Women's Economic Equality* returned.
- ii) Read *Time Management at University: Tips to help you make the grade!*
http://www.yorku.ca/cdc/lsp/pdfs/time_brochure.pdf and *Time Management for University Students*
<http://www.yorku.ca/cdc/lsp/skillbuilding/timemanagement.html>.
- iii) Begin time tracking the day after your tutorial and continue for one week. At the end of every hour jot down how you spent your time. Time tracking helps you to discover where your time actually gets spent. Instead of writing down things that you are planning to do, time logging is a process of writing down the things that you actually did. This procedure will highlight habits that you might ignore.
- iv) Bring comments and questions on the lecture and the readings.

DEC 1 EXPLAINING WORKPLACE DISCRIMINATION

READINGS: *"Women and Poverty" (kit)
 *"Neo-liberalism" (kit)
 * "Homeworking..." (kit)
 * "The passing of working-class masculinity" (on email)

For information about the Canadian campaign to end child poverty, go to <<http://www.campaign2000.ca/>>.

FOR TUTORIAL:

- i) Bring time tracking. Summarize your time use by the following time categories: sleep, eat, commute, study/homework, waged work, class hours, socializing, exercising, and personal care, that is how many hours in your week did you spend on each. Identify two wasted hours that you pledge to re-claim next week.
- ii) Bring comments and questions on the lecture and the readings.

Dec 6 NATIONAL DAY OF REMEMBRANCE AND ACTION ON VIOLENCE AGAINST WOMEN
<http://www.swc-cfc.gc.ca/dates/vaw-vff/index-eng.html>

DEC 8 RESISTING WORKPLACE DISCRIMINATION

READINGS: *Berinstein, “Temp Workers and Deadbeat Bosses” (kit)
 *De Angelis. “Wake up Little Suzy”(kit)

For information about the equal pay coalition in Ontario, go to <<http://www.equalpaycoalition.org/index.php>>

FILM: A Match for Life (27 mins)

FOR TUTORIAL:

i) Roundtable on *Women’s Economic Equality*. Your Tutorial Leader will provide instructions.

ii) DUE: Part Two of *Women’s Economic Equality*. ***NO LATE ASSIGNMENT ACCEPTED since you will be discussing your assignments in the Roundtable.

COURSE OUTLINE: WINTER SEMESTER

The winter term in this course begins on Jan 5. The last lecture in this course is on March 30.

PLEASE DO NOT BRING GUESTS TO THE LECTURES.

Unit Five: Theorizing Sex and Gender

This unit introduces core theoretical material which will be used throughout the rest of the course.

Understanding of this material will be required for the final exam.

JAN 5 THE CHALLENGE TO OBJECTIVITY

- READINGS:
- *Messing, “The Scientific Mystique”(kit)
 - *Tavris, “Misdiagnosing the Body” (kit)
 - *Brett, “Femmey Dolphins & Slutty Gulls” (kit)
 - *Kirk and Okazawa-Rey, “Theories and Theorizing” [pp. 7-10 and 12-14 of article] (kit)
 - *Govier “What is an argument? (*Fall Reading Kit*)

FOR TUTORIAL:

- i) Assignment on *Women’s Economic Equality* (Part Two) returned.
- ii) Read over and bring questions on the *Gender Based Analysis (Research Assignment)*. This is a very complex assignment. The tutorial discussion offers an important opportunity to ask questions about the detailed instructions. Bring a Time Management Plan for Step Two. Take into account what you learned in the first semester about your time management strategies.
- iii) Check out the website <<http://pmsbuddy.com/>> and bring a comment to your tutorial.
- iv) Bring comments and questions on the lecture and the readings.

JAN 12 PROBLEMATIZING NATURE AND BIOLOGY

- READINGS:
- *Nelson/Robinson, “Biological, Psychological” (kit) pp. 47-53 (on Sociobiology and Evolutionary Psychology)
 - *Alsop et al. “Natural Women and Men.” (kit) [**key reading**]
 - *Fausto-Sterling, “The Five Sexes: Revisited” (kit)
 - * “Pop Science Book Claims Girls Hardwired for Love” (email)

FILM: Intersexuality (24 minutes)

FOR TUTORIAL:

- i) Re-read “A Guide To Effective Listening, Active Reading, Asking Questions...” in your *Skill Kit*. Bring one Level 1, one Level 2, one Level 3 and one Level 4 question on the topic of women, nature and biology.
- ii) Tutorial Roundtable on Step One of the *Gender-based Analysis* research assignment.
- ii) Bring comments and questions on the lecture and the readings.

JAN 19 MACRO AND MICRO THEORIES

- READINGS: *Nelson and Robinson, “Biological..” pp. 58-61 and 66-69 (kit)
 *Renzetti and Curran, “Ancestors and Neighbors” (kit)
 *“Systems of Inequality: Poverty and homelessness” (kit)
 *Gould, “X- A Fabulous Child's Story” (kit) [re-read]

FOR TUTORIAL: i) Bring comments and questions on the lecture and the readings.

Unit Six: Violence Against Women

Jan 26 VIOLENCE AGAINST WOMEN (i)

- READINGS: *Rosenberg and Duffy, “Violence Against Women” (kit)
 *Harper, “Is Canada Peaceful and Safe for Aboriginal Women.” (kit)
 * “Venezuela takes action on violence against women” (by email)

Check out the *Sisters in Spirit* Campaign on the web site of the Native Women’s Association of Canada.
<http://www.nwac.ca/programs/sisters-spirit>

Check out the UNIFEM campaign against violence against women. Consider adding your name to the petition sponsored by Nicole Kidman. Circulate this information among your friends.
<http://www.unifem.org/campaigns/vaw/> and Virtual Knowledge Centre to End Violence against Women and Girls <http://www.endvawnow.org/>

FOR TUTORIAL:

i) DUE: Step Two of *Gender Based Analysis (Research Assignment)*.
 NO LATE ASSIGNMENTS ACCEPTED.

ii) Read and bring questions about “In-text Citation...” and “Beware! Says who? Avoiding Plagiarism” (*Skill and Assignment Kit*), and “The Formal Outline” and “Integrate Source Materials..” (*Fall Reading Kit*)

iii) Bring comments and questions on the lecture and the readings.

FEB 2 VIOLENCE AGAINST WOMEN (ii)

- READINGS: *Jiwani, “Erasing Race” (kit)
 *Bright, “It's Just a Grade 8 Girl Thing...” (kit)
 *Hulett, “The-Not-So-Silent Menace” (kit)
 * “Women, Peace and Security” (kit)

Check out the ‘Street Harassment Project’ at <<http://www.streetharassmentproject.org/>>.
and <http://hollabackto.blogspot.com/>

TUTORIAL: i) Bring comments and questions on the lecture and the readings.

Unit Seven: Women's Bodies, Women's Sexuality (I)

Feb 9 SEX, GENDERS AND SEXUALITIES (i)

READINGS: *Rochlin, "The Language of Sex" (kit)
* "How 'Virginity' is a dangerous idea" (kit)
*Clausen, Selection from *Beyond Gay or Straight* (kit)

HOOR TWO: GUEST LECTURE ON TIME MANAGEMENT

TUTORIAL:

- i) Returned: Step Two of *Gender Based Analysis (Research Assignment)*
- ii) Based on the Time Management lecture, identify i) the most important thing you learned about time management; and ii) one change you will make in your time management practices.
- iii) Bring comments and questions on the lecture and the readings.

Feb 16 SEX, GENDERS AND SEXUALITIES (ii)

READINGS: * "Prisoner of Love" and "Jailed For Love" (kit)
*Connell, "Desire as Interruption (kit)
*Action Tips for Allies of Trans People (kit)
For this handout and other material, see <http://web.mit.edu/trans/alliestoolkit.html>.

GUEST SPEAKERS: Alaina Hardie and Reese Simpkins will join us for the second hour to talk about trans experiences.

TUTORIAL:

- i) DUE: Step Three of *Gender Based Analysis (Research Assignment)*. Bring to your tutorial the three sources on which you did your detailed evaluation. NO LATE ASSIGNMENTS ACCEPTED.
- ii) Bring comments and questions on the lecture and the readings.

FEB 23 READING WEEK

* *Gender Based Analysis (Research Assignment)*: STEP FOUR (due March 16)

Use your time management skills and work ahead. Do not leave this major assignment until the last minute.

*READ *WOMAN ON THE EDGE OF TIME* by Marge Piercy

A fictional account of what the future may hold for women. Use the Study Guide (*Skill and Assignment Kit*) to prepare for the *book club* discussions which will begin on March 2, and to prepare for the major discussion which will occur the week of March 30. On the final exam, you will be required to use this book to answer an essay question. **This is a long novel. Plan to read the whole book during Reading Week.**

March 8 - INTERNATIONAL WOMEN'S DAY

<http://www.un.org/ecosocdev/geninfo/women/womday97.htm>

<http://www.internationalwomensday.com/>

<http://rabble.ca/rabbletv/program-guide/features/coverage-international-womens-day-2009-toronto>

Unit Eight : Feminist Theories

MARCH 2 FEMINIST THEORIES

READINGS: *Calixte et al, "Liberal, Socialist and Radical Feminism" (kit)
*Plyler, "Discussions with Radical Young Women in Toronto.." (kit)
*Kirk and Okazawa-Rey, "Theories and Theorizing" (kit) (re-read)

TUTORIAL:

i) Step Three of *Gender Based Analysis* returned

ii) Read chapters 1-4 of *Woman on the edge of time*. Use the Study Guide in *Skill Kit*.

iv) Bring comments and questions on the lecture and the readings.

Unit Nine: Women's Organizing (ii)

MARCH 9 WOMEN'S ORGANIZING (ii)

READINGS: *Aronson, "Feminists or 'postfeminists'?" (kit)
*Chouinard, "Disabled Women's Activism in Canada and Beyond" (kit)
* "Feminists are sexy.." (kit)
*Soares, "Stripping the Fear from the Feminist Label" (kit)

TUTORIAL:

i) Bring draft annotations and comments on two of your sources for **Step Four** of your *Gender Based Analysis (Research Assignment)*.

ii) Bring comments and questions on the lecture and the readings.

Unit Ten: Women's Bodies, Women's Sexuality (ii)

MARCH 16 WOMEN WITH DISABILITIES

READINGS: *Israelite and Swartz, "Giving Voice to Women with Disabilities" (kit)
*Erikson, "Hot and Bothered" and selections from "Out of Line" (kit)

GUEST SPEAKER: Loree Erikson

FILM: Willing and Able: Love, Sex and Disability (50 mins)

Visit the web site for DAWN (The Disabled Women's Network) at <http://www.dawncanada.net/> and the Disabled Women's Network in Ontario <http://dawn.thot.net/> which has an excellent series of fact sheets. Scroll down on main page and click on "Dawn Facts about Women with Disabilities". For a fact sheet on the Ontario Disabilities Act [ODA], see <http://www.odacommittee.net/factsheet.html>.

FOR TUTORIAL:

i) DUE: Step Four of *Gender Based Analysis (Research Assignment)*. You can use the two week extension **with late penalty** on this assignment.

ii) Read over and bring questions on "Researching and Organizing via the World Wide Web".

iii) Read chapters 5-9 of *Woman on the edge of time*. Use the Study Guide on Piercy in the *Skill and Assignment Kit*.

iv) Bring comments and questions on the lecture and the readings.

Unit Eleven: Men and Gender

MARCH 23 MEN AND GENDER men's violence/men's organizing against violence

READINGS: *Malszecki/Cavar, "Men, Masculinities.." (kit)
*Nelson, "Perspectives on men and masculinity" (kit)
*Flood, "Men Stopping Violence" (by email)

Check out the White Ribbon Campaign, organized by Canadian men working to end men's violence against women <http://www.whiteribbon.ca/>. You might find the section of the website on "What Every Man Can do" especially useful. Consider sending the link to the men in your life:
http://www.whiteribbon.ca/get_involved/default.asp?load=wemcd

For the American National Organization of Men against Sexism, go to <http://www.nomas.org/>

For an interview with Flood, go to <http://www.bullyingnoway.com.au/talkout/profiles/researchers/michaelFlood.shtml>

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FILM: Tough Guise: Violence, Media and the Crisis in Masculinity (24 minutes)
(We will only watch the first 24 mins of this DVD. You can watch the rest at the SMIL.
There is also a two hour version of this DVD).

Jackson Katz, the anti-violence educator in this film has a website: <http://www.jacksonkatz.com/>.

FOR TUTORIAL:

- i) Read chapters 10-14 of *Woman on the edge of time*. See Study Guide on Piercy in the *Skill Kit*.
- ii) Return to the "Learning Objectives/Skills Assessment" that you filled out in the first class to this tutorial (*Skill and Assignment Kit*). Re-do using a different colour pen.
- iii) Bring comments and questions on the lecture and the readings.

MARCH 30 A SENSE OF POSSIBILITIES

READINGS: Piercy, *Woman on the Edge of Time*

*"Manifesto of the Pan-Canadian Young Feminist Gathering"
Download a copy from <http://www.rebelles.org/en/manifesto>

COURSE SUMMARY AND CONCLUSION

FOR TUTORIAL

- i) Finish reading *Woman on the Edge of Time* (chap 15-20). See Study Guide in *Skill and Assignment Kit*.
- ii) Tutorial Roundtable on "Researching and Organizing via the World Wide Web".
- iii) Step Four of Gender Based Analysis (Research Assignment) returned.

The final exam will be scheduled in the official exam period (April 6-April 23, 2010).

Read these helpful materials on stress management and preparing for exams.

"Academic Stress Management" <http://www.yorku.ca/cdc/lsp/pdfs/stress_brochure.pdf>.

"Preparing for Tests and Exams" and "Preparing for Exams"
<http://www.yorku.ca/cdc/lsp/pdfs/exams_brochure.pdf>
<<http://www.yorku.ca/cdc/lsp/skillbuilding/exams.html>>

*See also "Terms Commonly Used.." (*Fall Reading Kit*)