



**EFFECTIVE: JANUARY 2004**  
**CURRICULUM GUIDELINES**

**A.** Division: **INSTRUCTIONAL** Effective Date: January 2004

**B.** Department / **LANGUAGE, LITERATURE** Revision  New Course   
 Program Area: **AND PERFORMING ARTS**

If Revision, Section(s) G, N, P,  
 Revised:  
 Date of Previous Revision: January 2001  
 Date of Current Revision: December 2003

**C: WSGR 101** **D: WOMEN AND FEMINISM:** **E: 3**  
**CONTEMPORARY ISSUES**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	Calendar Description: This course provides an interdisciplinary introduction to the social processes and structures which shape women's lives. Beginning with an introductory review of feminist movements and theoretical perspectives, the course will survey a range of contemporary social issues in Canada. It will also explore changes in women's experiences and perspectives within a dynamic and increasingly global context.	
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings	<b>H:</b> Course Prerequisites:  <b>None</b>
	Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Classroom Related</b>	<b>I:</b> Course Corequisites:  <b>None</b>
	Number of Contact Hours: (per week / semester for each descriptor)  <b>4 hours per week</b>	<b>J:</b> Course for which this Course is a Prerequisite  <b>None</b>
	Number of Weeks per Semester: <b>15 weeks per semester</b>	<b>K:</b> Maximum Class Size:  <b>35</b>
<b>L:</b>	PLEASE INDICATE:	
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	Requested                      Granted    X
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

**M:** Course Objectives / Learning Outcomes

Upon completion of the course, the successful student should be able to:

1. Evaluate the relevance of feminist approaches for understanding and improving the quality of women's lives;
2. Explain and evaluate the issues, context and consequences of the women's movement, and the changing situation of women, especially within a Canadian context;
3. Discuss the varied perspectives of feminist theories and apply these to contemporary issues;
4. Explain and evaluate the ways in which gender is constructed and perpetuated through social processes, organizations, and institutions;
5. Explain the ways in which women's interests are represented by social policy and assess the potential for the feminization of policy;
6. Recognize and identify the diversity in women's situations and perspectives;
7. Explore and integrate academic approaches with artistic representation within the context of contemporary feminist issues;
8. Explain the global dimensions of gender issues;
9. Demonstrate the relevance of course materials to their own lives and experience.

**N:** Course Content:

WSGR 101 course includes the following topic areas.

#### Theoretical Foundations of Women's Studies

This section addresses primary theoretical perspectives of Women's Studies as they have emerged, historically and recently. It includes all or some of:

1. A history of Women's Studies and women's movements, within Canada and/or globally
2. Social constructionism as a theoretical framework
3. Essentialism within feminist theorizing and activism
4. Creation/enforcement of norms and margins; moving margins to center; privilege and oppression; defining hegemony
5. Theoretical perspectives: anti-racist, Marxist, socialist, liberal, radical, cultural, standpoint, and anarchist feminisms and womanism
6. Feminism as a critique of binary thinking
7. Integrating race, class, sexuality, colonialism, (dis)ability, and gender.

#### From Theory to Praxis

This section applies a feminist theoretical lens to contemporary social and political issues. Topics covered may include all or some of:

1. Women and education, science, and technology
2. Women, health care, and medicine
3. Language as a site of oppression, power, and resistance
4. Violence against women
5. Women and the media: body representations
6. Globalization and poverty
7. Women and the arts
8. Women in prison.

#### Expanding Horizons and Breaking Boundaries

This section explores social change, social movements, and acts of resistance. Liberation struggles may be discussed, at both individual and societal levels in sites ranging from the body to the arts to political domains to civil disobedience. Topics covered may include all or some of:

1. Women and the body: sexual scripts and their transgression
2. The racialization of women's sexuality

3. Lesbian and queer theories of gender
4. Violating gender roles: subversive strategies and identity politics
5. Social change strategies and counter-resistance to social change
6. Creating community and creating culture: art, language, performance, literature, and music.

**O:** Methods of Instruction

The course will employ a number of instructional methods to accomplish its objectives, including some or all of the following:

1. Lecture
2. Audio-visual presentations
3. Small group discussions
4. Seminar presentations
5. Classroom discussion
6. Guest lectures.

**P:** Textbooks and Materials to be Purchased by Students

A list of recommended textbooks and materials is provided on the Instructor's Course Outline, which is available to students at the beginning of each semester.

A standard Women's Studies textbook, such as:

Crow, B., & Gotell, L. (2000). *Open Boundaries: A Canadian Women's Studies Reader*. Toronto: Prentice-Hall Canada.

AND / OR

A course reader with materials to be drawn from such primary sources as:

Lorber, J. (1998) Beyond the binaries: Depolarizing the categories of sex, sexuality and gender. In M. F. Rogers (ed.), *Contemporary feminist theory* (pp. 15-25). Boston: McGraw-Hill

Agnew, V. (1995). *Race, class, and feminist theory* (Chapter 3). Toronto: University of Toronto Press.

Bear, S. with the Tobique Women's Group. (1991). "You can't change the Indian Act?" In J.D. Wine & J. L. Ristock (eds). *Women and Social Change: Feminist Activism in Canada* (pp. 198-220). Toronto: James Lorimer and Company.

Kinsley, C.H. (1993). Questions people have asked me. Questions I have asked myself. In C. Camper (ed.), *Misceneration Blues* (pp. 113-132). (Toronto: Sister Vision Press).

Monture, P. (1995). Ka-Nin-Geh-Heh-Gah-E-Sa-Nonh-Yah-Gah. In The Chilly Collective (eds.), *Breaking Anonymity: The Chilly Climate for Women Faculty* (pp.265-278). Waterloo: Wilfred Laurier Press.

Siegel, R.J., & Cole, E. (1997). *Celebrating the lives of Jewish Women*. New York: The Haworth Press.

De Castell, S., & Bryson, M. (1997). *Radical in<ter>ventions: Identity, politics, and difference/s in educational praxis*. Albany: State University of new York Press.

Kelm, M. (1998). *Colonizing bodies*. Vancouver: UBC Press.

Hoodfar, H. (1992). The veil in their minds and on our heads: The persistence of colonial images of Muslim women. *Resources for Feminist Research*, 21, 5-18.

Bannerji, H. (1993) *Returning the gaze: Essays on racism, feminism, and politics*. Toronto: Sister Vision Press.

Faith, K. (1993). *Unruly women: The Politics of confinement and resistance*. Vancouver: Press Gang Publishers.

Atkins, D. (1998). *Looking queer: Body image and identity in lesbian, bisexual, gay and transgender communities*. The Hawthorn Press.

Reading materials will be updated periodically.

**Q:** Means of Assessment

Evaluation will be carried out in accordance with Douglas College policy and will include both formative and summative components. Evaluation will be based on some or all of the following assignments and projects.

Class Participation and/or Presentations	10%
Exams and Quiz	60%
Group Workshops including discussion and presentations	5%
A Research Portfolio integrating creative art, research skills, and academic analysis	10%
Term Paper, Essay or Written Assignments	<u>15%</u>
TOTAL	100%

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Under development

\_\_\_\_\_  
Course Designer(s)

\_\_\_\_\_  
Education Council / Curriculum Committee Representative

\_\_\_\_\_  
Dean / Director

\_\_\_\_\_  
Registrar