

WGST 2906 COIN1: Women and Gender in Today's World: A Cross-Cultural Perspective (formerly Women and Gender in the Modern World)

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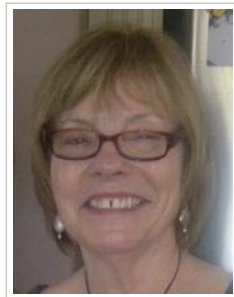
Syllabus

Course Description

This course is a women's studies course as well as a sociological/anthropological analysis of the nature, status, image and changing roles of women in today's world. As such, it places women as both the subject and object of inquiry and places women's experiences at the forefront of analysis. Although it questions traditional assumptions about gender and the 'masculinist' perspective that has dominated many theoretical approaches in the human sciences, the course is designed not to replace, but to complement and at times, correct, the scholarly record. Since women's studies is interdisciplinary in scope and method, material from various disciplines will be used (psychology, economics, history, political science, philosophy, genetics, etc.) Therefore, the course is simultaneously interdisciplinary and cross-cultural, although comparisons with women from Canada and the United States will be made. This course may be offered for major credit in Sociology, Interdisciplinary Studies, and Women's Studies.

*I am a **feminist**. I've been **female** for a long time now. I'd be stupid not **to be** on my own side.* - Maya Angelou

Instructor



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Course Overview

Each of the Modules has assigned readings, which are **required**. The syllabus outlines each topic; including a brief introduction to the material covered in the readings, the objectives of the lesson, and some power point slides to guide you through the lesson. Each assignment also has a series of questions for you to consider while reading and then writing your essay. These questions are posed as **guidelines only**, although you can construct your essay response around them, if you choose to do so. Likewise, although not always specifically asked, you should try to relate the reading material to your own experience wherever possible (this can include your own reflections on your responses to some of the material in the readings). The end of each chapter in Ward and Edelstein has a section entitled "What do you think"? The questions can help you organize your own essays. It is expected that students will read all of the required material **before** writing their essays. Essays will be graded on how well you integrate the reading materials into your

responses, as well as on style, analysis and overall thoughtfulness. Essays that integrate material from several sources are encouraged. You are strongly urged to proofread and edit your essays before submitting them for grading. Remember: each essay is like a short **research** paper.

Each essay should cite the required readings, be written in Microsoft Word (you have access to Word online via Office 365), be double-spaced and include include footnotes and references.

Note: There is a **Glossary of Terms** in the back of Ward and Edelstein's book, which defines technical terms and meanings. You should refer to this as often as necessary.

The web links noted throughout the syllabus are designed to supplement the reading material by offering a data base of bibliographic sources, more in-depth descriptions, or interactive tutorials. They are presented to enhance your learning experience. Some of the materials have been adapted from the original Resource Manual that accompanied Martha Ward's, [A World Full of Women](#), Allyn and Bacon, 1996.

Required Reading

If a student chooses to use an earlier, older edition of the required text books, it is their responsibility to check that topics/chapter titles align with the course syllabus.

(3 books sold separately or in course pack)

Brettell, Caroline and Carolyn Sargent. [Gender in Cross-Cultural Perspective](#) (6th ed.) Pearson 2013. ISBN-10: 0205247288 | ISBN-13: 978-0205247288 *Please note this textbook is currently not available as part of the course package or through the bookstore. Students can obtain this textbook through alternative sources such as <https://www.amazon.ca/Gender-Cross-Cultural-Perspective-Caroline-Brettell/dp/0205247288>*

Crow, Barbara and Lise Gottell. [Open Boundaries: A Canadian Women's Studies Reader](#) (3rd ed.) Pearson 2008. ISBN-10: 0132413531 | ISBN-13: 978-0132413534. *Please note this textbook is currently not available as part of the course package or through the bookstore. Students can obtain this textbook through alternative sources such as [Open Boundaries: A Canadian Women's Studies Reader \(3rd Edition\): Crow, Barbara A., Gotell, Lise: 9780132413534: Sociology: Amazon Canada](#).* This book is also available on reserve at the Acadia University library.

Ward, Martha and Monica Edelstein. [A World Full of Women](#) (6th edition). Pearson 2009. ISBN-10: 0-205-87280-8 | ISBN-13: 978-0-205-87280-0. This book is also available on reserve at the Acadia University library.

See the [student handbook](#) for ordering information.

Evaluation

Examination Course Policy

Students are required to complete the final examination (unless otherwise instructed) to complete all course requirements. A grade will not be assigned until all course requirements have been completed to the instructors stratification.

14 essay assignments (worth 6 points each)	84%
Take home final (Final exam will be sent upon receipt of the last assignment)	16%

Assignments

The assignments are delivered to the instructor via assignment drop-boxes. Please remember to put your name, student number, course number, and assignment number on the assignment and keep a copy in the event the original is lost. While outside sources can be used for assignments, students must use the required reading materials listed for this course. The penalty for not doing so will result in a grade of 0.

Note files must be readable by Excel 2003 or Word 2003.

Should you have problems with assignment drop-boxes please contact Open Acadia Support

Course Schedule

Click to download the suggested schedule for this course: [WGST 2906 N1 - Suggested Schedule](#)

Fill in your start date and use the recommended timeline to plan out when you will do readings and assignments. This is a tool to help you time manage this course. If you get off-track, make sure to revisit your schedule and re-evaluate the dates you've set for yourself. This course can be completed quicker or slower than the 28 weeks outlined in the schedule depending on your time commitment to the course.

Please note: the **final exam** for this course is a **take home exam**, which will be sent to you upon receiving the second to last assignment (Assignment 13).

Student Handbook

You are responsible for becoming familiar with the contents of the Student Handbook. It contains important information about scheduling examinations (if applicable), applying for extensions, withdrawing from your course, ordering books, and computer and library services available to you. If you have questions about the policies outlined in the handbook (<https://courseware.acadiau.ca/openacadia/studenthandbook.html>), contact:

Open Acadia
21 University Avenue (Rhodes Hall)
Wolfville, NS B4P 2R6
Phone: 1-800-565-6568
Fax: 1-902-585-1068
Email: openacadia@acadiau.ca

Academic Integrity

Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved.

- Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise
- Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.
- Self-plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.
- A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.
- Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university.

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