

POLS 2600 – INTRODUCTION TO GENDER AND POLITICS

I acknowledge the land on which York University operates. For thousands of years it has been the traditional land of the Huron-Wendat and Seneca peoples and, more recently, the Mississaugas of the Credit River. Today, this meeting place is home to many Indigenous peoples. I am grateful to have the opportunity to work, learn, and live on this land.

Course Instructor: Shreya Ghimire, PhD Candidate

Course Format: Blended

Course Instructor's Email: shreya3@yorku.ca

Course Instructor Office Hours: Time and location will be posted on eClass

Teaching Assistants: Sanjana P. Rahman

TA Emails: spr11@yorku.ca

TA Office Hours: TAs will post their availability on the eClass course page. Your TAs should be your first point of contact in most situations.

Lecture Format + Time: 10:00 am – 12:00 pm Fridays, synchronous (live) online over Zoom. The Zoom link for the lectures will be posted on Eclass.

Tutorial Format: Weekly Tutorials will be held in person.

Group 1: Fridays 1:30 pm- 2:20 pm

Group 2: Fridays 1:30 pm -2:20 pm (location: ACE 006)

Group 3: Fridays 2:30 pm- 3:20 pm (location: ACE 006)

Group 4: Fridays 2:30 pm- 3:20 pm (location: ACE 008)

COURSE DESCRIPTION

Who matters in politics? Who gets left out of political debates and discussions? What can we learn about politics from contemporary and historical feminist struggles? This course provides students who are interested in learning about the field of gender and politics an opportunity to survey the field's key debates using various decolonial, anti-capitalist and anti-racist feminist approaches. Learn how capitalism and colonialism continue to shape our modern world and how feminism has constantly tried to resist these forces. Learn how to apply feminist critical theory to political issues such as: racism and colonialism, democratic inclusion, work and labour migration, war and violence, nationalisms and “culture,” ecology and climate change, and state governance through policy, policing and prisons. Analysing how gender, sex, and sexuality is produced through history, power-relations, everyday norms, social structures, and political institutions is a major component of the course, which also inquiries about gendered agency and resistance - from the personal to the global.

The first half of the course focuses on concepts and context: we will learn about foundational and fundamental analytical concepts in gender and politics and where they come from. We will learn how patriarchal gender relations are embedded in historical context, and we will survey the dominant feminist political struggles or “waves” that arose to identify, understand, theorize, and confront patriarchy. Along with learning about the development and challenges posed by dominant frameworks of feminist politics, we will also learn about queer, anti-racist, Indigenous, and Global South feminist perspectives.

The second half of the course focuses on key themes within the field of gender and politics. We will cover a diverse range of relevant topics and political debates that animate the field of gender and politics. We will learn the various ways the political world can be theorized, researched, and debated through the lens of feminist analysis.

To succeed in this course, you must read the assigned materials and attend lecture every week. The powerpoint slides DO NOT replace attending the lectures, as they only provide the key headings and sub-headings of each week's lecture topic. You must TAKE NOTES as you read and watch!

There are four key grading components to this course:

- (1) Mid Term Test – 30%
- (2) Book Review Assignment – 20%
- (3) Final Take-Home Essay – 30%
- (4) Tutorial Participation – 20%

All written submissions of work must be adequately cited and submitted on the deadline unless an accommodation letter is provided for late submission.

Course Aim:

The aim of the course is to examine the central role gender plays in the shaping, understanding, and evaluation of the political world. The course will help students (1) locate the origins of fundamental categories of analysis in gender studies and their everyday usage, (2) learn how concepts such as gender, sex, race, class, sexuality, etc. inform and mutually constitute one another, and (3) examine the consequences of the multiple frontiers of gender politics using various critical lenses, such as abolitionist, queer, de/anti-colonial, and Marxist feminist analytical frames.

Learning Outcomes:

This course will contribute to student learning outcomes in the following ways:

1. It will serve as an introduction to one of the main fields of Politics and Political Science.
2. The study of gender and politics will help students to develop and demonstrate an understanding of politics on theoretical, historical, intimate, global, and practical levels.
3. The ability to use a gender lens and feminist concepts will help students to understand and critically engage with one of the main fields of Political Science and will also help build awareness of the relative contributions and limitations of other approaches and perspectives.
4. Students will learn how to use a gender lens to analyze politics, propose solutions to political problems within a specific framework, and identify and use relevant scholarship in Gender and Politics.
5. Students will develop their skills with respect to ethical and democratic engagement with diverse perspectives and points of view, self-directed learning and research, and critical self-reflection.

Required Texts:

All readings listed in this syllabus are required readings. Hyperlinks to access the online versions of each reading are provided in this syllabus and will also be posted on eClass. Please note that for many of these links, you will be required to enter your Passport York log-in information for institutional access.

The only book that students are required to obtain a copy of is: *Feminism for the 99%: A Manifesto* by Nancy Fraser, Tithi Bhattacharya, and Cinzia Aruzza (London: Verso Books, 2019). This

book can be purchased at the York University Bookstore or ordered online directly from the publisher (Verso books). There is also a copy on hold at the York University Library.

Technical Requirements:

- Computer and internet in order to access E-class. Students must have a Passport York ID and access to their student email.
- A webcam and mic for one-or-one Zoom meetings with the instructor

Useful links for student computing information, resources, and help:

- o [Zoom@YorkU Best Practices](#)
- o [Zoom@YorkU User Reference Guide](#)
- o [Computing for Students Website](#)
- o [Student Guide to eClass](#)

EVALUATION

Please see below important information on tests/assignments, grades, and due dates for this course

Evaluation Component	Weight	Description	Due Date
Tutorial Participation	20%	Tutorials will be held every week except the first week, and will be centred around your readings in the syllabus and online lectures. You must attend tutorials and come prepared ready to engage with the lecture and the readings assigned for the week. Your TA will also provide guidance to help you develop your manifesto review assignment, as well as prepare for the mid-term test and final take home essay.	Over the course of the semester
Mid-term Test	30%	The midterm test will consist of multiple choice and short answer questions. The test will cover WEEKS 1-5 in the syllabus. The questions and answers will be drawn from the lectures and readings from these weeks. The mid-term test will take place in person in a lecture hall on Keele campus (location TBA) . There will be no lecture or tutorials on the day of the midterm.	Friday, February 14, 10 am- 12 pm
Manifesto Review	20%	All students are required to write a 4-5 page critical	End of day (11:59 pm) Friday,

		<p>book review on “Feminism for the 99%” by Nancy Fraser, Tithi Bhattacharya, and Cinzia Arruzza. The review should include a brief summary of the work and its main arguments. The rest of the review should be dedicated to analysis and critique. In your review, you will be required to bring in at least one current political event you view as relevant to a thesis in the manifesto. You will also be expected to provide a personal reflection. More detailed instructions and guidelines on how to do this assignment will be posted on eClass.</p>	<p>March 14. Upload your assignment using the Turnitin Submission Link found on the eClass course page.</p>
Final Take-Home Essay	30%	<p>Your final take home essay question will be posted online on eClass. You have a choice of a few questions and will need to prepare a 5-6 page essay response to one of these questions. Questions will be drawn from the themes discussed in WEEKS 8-12 in the syllabus. You will be required to submit a 5-6 page essay that is informed by the readings and lectures from weeks 8-12 and brings in at least TWO credible academic source from outside the course.</p>	<p>Questions will be posted on Friday April 4.</p> <p>Essay submissions are due by end of day (11:59 pm) Friday, April 11. Upload your assignment using the Turnitin Submission Link found on the eClass course page.</p>

COURSE POLICIES:

Please see below for important course policies and information regarding accessibility and accommodations, late assignments, academic integrity, religious observances, etc.

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

Grading, Late Penalty, and Extensions:

All components of the course will receive a percentage grade that will correspond to a letter grade. Your TA will have a lateness penalty that they will apply to late assignments. Extensions will not be granted in this course except on verifiable grounds of medical emergency or another crisis (Students must submit appropriate documentation from a doctor, counselor, etc., explaining the reason for the

delay. Failure to do so will result in the late penalty being applied). Be sure to regularly back up and keep a copy of your work on an external storage device in the event of a crash. Please keep a copy of all written work, along with notes and drafts, until you have received the final grade for the course.

All written assignments are expected to follow either APA or Chicago Manual of Style (notes-bibliography). In all written work, spelling, grammar, style, and organization are crucial. If you know you have difficulty in any of these areas, consult a style guide, visit the York University LA&PS [Writing Centre](#), or contact your TA or the course instructor.

Grading Rubric:

Grade	Grade Point	Per Cent Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

Teaching Assistants (TAs) and Email Correspondence:

Email can be a fast and practical way to manage some types of communication. However, it is not suitable for all types of inquiries, so please do not email your TA or course instructor about information that is readily available to you on the syllabus and/or on eClass.

Your first point of contact must be your TAs, and if you feel that they cannot assist you, only then contact the instructor. TAs will hold office hours for their respective tutorial groups. **Your TA will announce their office hours in tutorials and on eClass.** If needed, you can contact them separately and book a short meeting as per their availability.

When corresponding over email, please be sure that “POLS 2600” appears somewhere in the subject line, and that you include your first and last name in your closing. **Please allow 48 hours for a response** before sending a follow up email. The same applies for your TAs, your first point of contact in any situation. If you have certain accommodation needs, please be sure to communicate these needs to your TA and the course instructor via email as soon as possible.

Access/Accessibility and Accommodations:

York University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.

The university encourages students with disabilities to register with Student Accessibility Services to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA). Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. **Accommodations for tests/exams normally require three (3) weeks (21 days) before the scheduled test/exam to arrange.**

Religious Observance Accommodation:

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

Academic Honesty/Integrity:

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see York University’s academic checklist” [here](#)). Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available [at this link](#).

Students who engage in academic dishonesty can be subject to disciplinary action under the [Senate Policy on Academic Honesty](#). Your lack of familiarity with the Senate Policy does not constitute a defense against its application. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at York University. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university. **The instructors will use “Turnitin” to detect for plagiarism.** The terms that apply to the University’s use of the Turnitin service are described on the Turnitin.com website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

Here is how you can demonstrate academic integrity in the completion of this course:

- **Respect the ideas of others:** Your course work should represent your own knowledge and ideas. [You should not falsely claim credit for ideas that are not your own, by presenting another’s work as yours.](#) If you are quoting, paraphrasing, or summarizing another person’s work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the [Student Papers and Academic Research Kit](#) (SPARK). You can improve your writing, research, and personal

learning abilities through the [Learning Commons](#), or by visiting the [Writing Centre](#) or [ESL Open Learning Centre](#).

- **Respect your peers:** [Know when you are allowed to collaborate](#). Ask your instructor about what group work entails when it comes to the [sharing of work](#). In test situations and assignments, don't steal or give answers to your peers, whether in-person or online (e.g., in group chats and/or on [third-party content-sharing websites](#), such as Chegg, Course Hero, etc.). Both cheating and aiding in a breach of academic honesty are violations of York University's academic honesty policy.
- **Respect your course instructor(s):** Understand what your instructors are asking of you in class, as well as on assignments, tests and/or exams. If you are unsure, ask your constructor or TA. They are committed to making you feel supported and want to assess you fairly and with integrity.
- **Respect yourself:** When you act with integrity, you know that your work is yours and yours alone. You do not allow others to take tests for you. [You do not buy or otherwise obtain term papers or assignments](#). You do the work. As a result, you know that you *earned* the grades that you receive. By acting with integrity in your course work, you are also practising a valuable professional skill that is important in all workplaces.
- **Take responsibility:** If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

On the Use of Generative Artificial Intelligence:

Students across York are not authorized to use text-, image-, code-, or video-generating AI tools when completing their academic work unless explicitly permitted by a specific instructor in a particular course. **Students are not permitted to use generative artificial intelligence (AI) in this course.** This includes Chat GPT and paraphraser bots. Submitting any work created through the use of generative AI tools will be considered a violation of York University's [Senate Policy on Academic Honesty](#). If the course instructor or TAs believe that AI has been used, we will investigate and ask for digital records, drafts or other evidence of original work; pursuant to senate regulations.

If you do not know whether an online resource or tool can be used in this course, please contact your TA or instructor for guidance. For more information, please review [AI Technology & Academic Integrity: Information for Students](#).

Course Copyright:

This course material is designed for use as part of "POLS 2600–Introduction to Gender and Politics" at York University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. **Copying this material for distribution (e.g. uploading material to a commercial third-party website) will lead to a violation of Copyright law.** Find out more about copyright here: <https://copyright.info.yorku.ca/>

Student Support and Resources:

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.

- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [go SAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).

Student Expectations:

During this course, students are expected to:

1. Attend weekly lectures and complete the assigned readings every week. Students are expected to have completed the readings **prior to** the date listed on the syllabus for each week's topic (which is the date of the lecture and in-person tutorials on that topic).
2. Show that their contributions (both in tutorials and through written submissions) are informed by the lectures and speak to the readings.
3. Complete all assignments by the set deadlines.

CLASS SCHEDULE (WEEKLY TOPICS AND READINGS)

Please see below the weekly schedule + required readings

Week 1, January 10: Introduction to the Course and Fundamental Concepts: Gender, Sex, and Sexuality in Structural and Identity Politics (shorter lecture)

- Miliann Kang, Donovan Lessard, Laura Heston, and Sonny Nordmarken. 2017. *Introduction to Women, Gender, and Sexuality Studies Open Access Textbook*. Available at <http://openbooks.library.umass.edu/introwgss/part/main-body/> See the following subdivisions:
 - Unit 1: Social Constructionism, Intersectionality, Theorizing Lived Experiences, Identity Terms
- Sara Ahmed. 2024. "Define Woman! And other Patriarchal Instructions." *feminist killjoys*. Blog. <https://feministkilljoys.com/2024/07/10/define-women-and-other-patriarchal-instructions/>.

Week 2, January 17: Original Sins and Origins of Modernity: Colonial Formations of Contemporary Gender Relations

- The Bible, [Genesis 3](#). 2021. New Revised Standard Version Updated Edition. Bible Gateway. <https://www.biblegateway.com/passage/?search=Genesis%203&version=NRSVUE>.

- Maria Mies. 1986. "Colonization and Housewifization" in *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour*.
<https://libcom.org/article/colonization-and-housewifization-maria-mies>
- Michelle Cameron. 2005. "Two Spirited Aboriginal People: Continuing Cultural Appropriation by Non-Aboriginal Society." *Canadian Woman Studies*, 24 (2-3), p. 123-127.
<https://cws.journals.yorku.ca/index.php/cws/article/view/6129>

Week 3, January 24: Mapping Feminist Politics Across Time: the Three Waves (Part 1)

- Mary Wollstonecraft. 1798 (original from 1792). "Chapter 2: the Prevailing Opinion of a Sexual Character Discussed." In *A Vindication of the Rights of Woman*. Viking Press.
<https://doi.org/10.1017/CBO9780511841231>
- Sojourner Truth: 1851 or 1875 (depending on the version). "Ain't I a woman?" Speech. Both versions of the speech are available here: <https://www.learningforjustice.org/classroom-resources/texts/aint-i-a-woman>.
- Susanna Paasonen, Feona Attwood, Alan McKee, John Mercer, Clarissa Smith. 2020. "Male Gaze and the Politics of Representation". In *Objectification: on the Difference Between Sex and Sexism* (p. 19-37). <https://www.taylorfrancis-com.ezproxy.library.yorku.ca/chapters/mono/10.4324/9780429244032-2/male-gaze-politics-representation-susanna-paasonen-feona-attwood-alan-mckee-john-mercerc-clarissa-smith>

Week 4, January 31: Mapping Feminist Politics Across Time: the Three Waves (Part 2)

- **Very short:** Audre Lorde. 2007 (Speech from 1984). "The Master's Tools Will Never Dismantle the Master's House." Speech. *Sister Outsider: Essays and Speeches* (p. 110-114).
https://collectiveliberation.org/wp-content/uploads/2013/01/Lorde_The_Masters_Tools.pdf.
- Kimberlé Crenshaw. 2016. *The urgency of intersectionality*. TED. Youtube Video.
<https://www.youtube.com/watch?v=akOe5-UsQ2o>
- Jia Tolentino. 2022. "We are not going back to the time before Roe. We are going somewhere worse." *The New Yorker*.
<https://www.newyorker.com/magazine/2022/07/04/we-are-not-going-back-to-the-time-before-roe-we-are-going-somewhere-worse>

Week 5, February 7: Global South and Indigenous Counter-Currents: Challenging Dominant Feminist Frames

- Leila Abu Lughod. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist*, 104 (3), p. 783-790. <https://anthrosource-onlinelibrary-wiley-com.ezproxy.library.yorku.ca/doi/abs/10.1525/aa.2002.104.3.783>
- Leanne Betasamosake Simpson. 2020. *Not Murdered, Not Missing: Rebelling against Colonial Gender Violence*. Versobooks.Com. <https://www.versobooks.com/blogs/4611-not-murdered-not-missing-rebelling-against-colonial-gender-violence>

Week 6, February 14:

Mid-term Test —Friday February 14 (10 am- 12 pm) IN PERSON, LOCATION TBA

Week 7: Reading Week. No tutorials or lecture. Enjoy!

Week 8, February 28: Gender and Global Capitalism: Social Reproduction, Migration, and International Development

- Arlie Hochschild. 2014. "Global Care Chains and Emotional Surplus Value" In *Justice, Politics, and the Family*, eds. Daniel Engster & Tamara Metz (p. 249-261). <https://www-taylorfrancis-com.ezproxy.library.yorku.ca/chapters/edit/10.4324/9781315633794-21/global-care-chains-emotional-surplus-value-arlie-russell-hochschild>.
- Alessandra Mezzadri. 2020. "A crisis like no other: social reproduction and the regeneration of capitalist life during the COVID-19 pandemic." *Developing Economics*. <https://developingeconomics.org/2020/04/20/a-crisis-like-no-other-social-reproduction-and-the-regeneration-of-capitalist-life-during-the-covid-19-pandemic/>

Week 9, March 7: Gender and the Neoliberal State: Policymaking, Policing, and Prisons

- Janine Brodie. 2008. "We Are All Equal Now: Contemporary Gender Politics in Canada." *Feminist Theory* 9(2): 145–64. doi:[10.1177/1464700108090408](https://doi.org/10.1177/1464700108090408).
- Angela Davis. 2016. "Chapter 2: Ferguson Reminds Us of the Importance of a Global Context" and "Chapter 8: Feminism and Abolition: Theories and Practices for the Twenty-First Century." In *Freedom is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement*. <https://dialecticalartist.wordpress.com/wp-content/uploads/2021/03/freedom-is-a-constant-struggle.pdf>.

Week 10, March 14: Critical Masculinities

- R. W. Connell and James W. Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept." *Gender and Society*, 19 (6), p. 829-859. https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/08912432/v19i0006/829_hm.xml.
- Elise Maiolino. 2015. "Political pugilists: recuperative gender strategies in Canadian electoral politics." *Canadian Review of Sociology*, 52 (2), p. 115-133. https://go.gale.com/ps/i.do?p=AONE&u=yorku_main&id=GALE%7CA413785120&v=2.1&it=r&aty=ip.

Submit Manifesto Review Assignment –Friday March 14 by 11:59 pm

Week 11, March 21: the Gender and Sexual Politics of the Right: Gender and Sexuality in the Protection (and Redemption) of the Nation

- Banu Gökırksel, Christopher Neubert, and Sara Smith. 2019. "Demographic Fever Dreams: Fragile Masculinity and Population Politics in the Rise of the Global Right." *Signs: Journal of Women in Culture & Society*, 44(3), p. 561-58. <https://www-journals-uchicago-edu.ezproxy.library.yorku.ca/doi/10.1086/701154>.
- Ralph Haddad. 2017. "Queering the Occupation: Settler Colonial Sexualities in the Era of Homonationalism." <https://kohljournal.press/queering-the-occupation>.

Week 12, March 28: The Feminist Current and Feminist Futures

- Christina Ewig and Myra Marx Ferree. 2013. "Feminist Organizing: What's Old, What's New? History, Trends, and Issues." In *the Oxford Handbook of Gender and Politics*, eds. Georgina Waylen, Karen Celis, Johanna Kantola, & S. Laurel Weldon (p. 437-461). <https://academic.oup.com/edited-volume/34874/chapter/298338167>.
- Tara Alamini and Rawan Nabil. 2022. "The birds shall return: Imagining Palestinian feminist futurities." *Briarpatch*. <https://briarpatchmagazine.com/articles/view/imagining-palestinian-feminist-furutures>.

Week 13, April 4: Final Take Home Essay Question Posted on eClass (No Lecture).

Submit Final Essay Assignment—Friday April 11 by 11:59 pm

End of Course! Enjoy the summer!

ADDITIONAL RESOURCES FOR STUDENTS (Not Required Reading)

MEDIA: Popular Feminist Magazines

- GUTS. <https://gutsmagazine.ca/>.
- Shameless. <https://shamelessmag.com/>.
- Dilettante Army. <https://dilettantearmy.com/>.
- Jezebel. <https://www.jezebel.com/>

MEDIA: Feminist Analysis on YouTube—Examples of Video Essays

- For Harriet. “Beauty is a bad investment.”
<https://www.youtube.com/watch?v=kQYb2VROHWQ>
 - Longer video: For Harriet. “Gender is a Scam | The Embodiment of Masculinity.”
<https://www.youtube.com/watch?v=nY4Dq22eRVE>.
- Shanspeare. “Tradwives and the White Supremacists Who Love Them.”
<https://www.youtube.com/watch?v=jgQeoMEj0NY>.
 - Or: “‘Oppressed’ by Choice: Tradwives Against Feminism.”
<https://www.youtube.com/watch?v=iouC24jhn2E>.
 - Or: “Gender Performativity and the Surveillance of Womanhood.”
<https://www.youtube.com/watch?v=clt3Nj6dHwk>.

Useful Academic Resources:

- How to use OMNI to find books and articles relevant to your final essay:
<https://www.youtube.com/watch?v=D1r5Qt83n9w>
- How to format an academic essay: <https://spark.library.yorku.ca/writing-strategies-essay-format/>
- How to cite in an academic essay: <https://www.library.yorku.ca/web/research-learn/workshops-how-to-videos-and-more/how-to-videos/>

Useful Personal Supports/Resources:

If you or someone that you know within the York community is negatively impacted in any way (e.g., in need of housing, financial assistance, any other complex issue, or conflict resolution) please contact [The Office of Student Community Relations](#) (OSCR) for help and/or be referred to the proper entity for help. OSCR is located at the W128 Bennett Centre for Student Services or via email (oscr@yorku.ca) or via telephone 416-736-5231. If you or someone that you know has experienced sexual violence and are in need of support (e.g., counselling, academic accommodations, emergency housing, medical, financial, social services, or training and educational programs), please contact [The Centre for Sexual Violence Response, Support and Education](#) (The Centre). The Centre is located at 301 York Lanes or via email (thecentre@yorku.ca) or via telephone 416-736-5211.