



# Western Arts&Humanities

## *Preliminary Outline*

### **Instructor Information**

Prof. Andrea Burke

[aburke46@uwo.ca](mailto:aburke46@uwo.ca)

Lawson Hall rm 3251

Office Hours: TBD (in person or virtual), or by appointment

### **Course Information**

GSWS 1022G: Gender, Justice, Change

Winter 2026

### **List of Prerequisites**

There are no prerequisites for this course.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Course Description**

The 21st century is a period of accelerating change focused around issues of gender, justice and activism. This interdisciplinary course will introduce students to the ways in which movements for justice and change are informed by and take up gender issues in struggles for social justice, economic empowerment, education, health, poverty alleviation, human rights, environmental protection, peace-building, good governance and political representation. A variety of case studies and examples will be used to highlight the ways in which women and other marginalized groups organize and agitate for change, resist oppression and theorize the concept of justice.

### **Learning Outcomes / Course Objectives**

Throughout the semester, in addition to gaining and sharing knowledge through the assigned readings, assignments, and discussions, students will:

- develop perspectives on contemporary global gender issues;
- consider gender from an intersectional perspective;
- describe and critically analyze how gender issues are integrated into social, political, economic, and environmental movements;
- challenge cultural myths and dominant narratives of issues such as migrant labour, land defending, female representation in governance, terrorism, and development;
- have opportunities to relate course content to their daily lives, future studies, and careers.

In addition, this course will help students to:

- apply rigorous critical thinking and analysis by engaging productively with new ideas;
- research, assess, and synthesize information;
- and locate, evaluate, and critique sources using appropriate disciplinary and/or interdisciplinary research skills and tools.

### **Texts and Materials**

Required and recommended readings for this course will all be available on Brightspace in the Course Readings section.

### **Course Schedule**

WEEK 1:

#### **Introduction to the Course**

WEEK 2:

#### **What is Feminist Analysis?**

*Required Readings*

- Enloe, C. (2014). Gender makes the world go round: Where are the women? In *Bananas, beaches and bases: Making feminist sense of international politics*, 1-36.
- hooks, b. (2000). Global feminism. In *Feminism is for everybody*, 44-47.

Case Study:

WEEK 3:

#### **Gender, Representation, and Governance**

*Required Readings*

- Adler, N.J. (1996). Global women political leaders: An invisible history, an increasingly important future. *Leadership Quarterly*, 7(1), 133-161.
- Chamorro-Premuzic, T. (2019). Why do so many incompetent men become leaders? TedX Talks. <https://www.youtube.com/watch?v=zeAEFEXvcBg>

Case Study: Hillary Clinton

WEEK 4:

#### **Global Economy**

*Required Readings:*

- Griffin, P. (2010). Gender, governance and the global political economy. *Australian Journal of International Affairs*, 64(1), 86-104.
- Misra, N. (2007). The push & pull of globalization: How the global economy makes migrant workers vulnerable to exploitation. *Human Rights Brief*, 14(3), 2-4.

*Recommended Readings:*

- Enloe, C. (2014). Women's labor is never *cheap*. In *Bananas, beaches and bases: Making feminist sense of international politics*, 250-304.

Case Study: Filipina caregivers in Canada

WEEK 5:

#### **Global Security**

## CW: Sexual Violence

### Required Readings:

- Enloe, C. (2014). Base women. In *Bananas, beaches and bases: Making feminist sense of international politics*, 125-173.
- Branicki, L.J. (2020). COVID-19, ethics of care and feminist crisis management. *Gender, Work and Organization*, 27, 872-883.
- Biskupski-Mujanovic, S. (2022). The “lucky ones” and those who weren’t: Sexual misconduct in the Canadian Armed Forces. *Canadian Foreign Policy Journal*, 28(2), 144-159.

### Recommended Readings:

- Bastarache, M. (2020). Broken dreams, broken lives: The devastating effects of sexual harassment on women in the RCMP. Final report on the implementation of the Merlo Davidson Settlement.
- Enloe, C. (2014). Nationalism and masculinity. In *Bananas, beaches and bases: Making feminist sense of international politics*, 83-124.

Case Study: Sexual misconduct in the CAF and RCMP

### Film Review due this week

## WEEK 6:

### Land Defence and Indigeneity

#### Required Readings:

- Simpson, L.B. (2017) The sovereignty of Indigenous peoples’ bodies. In *As we have always done: Indigenous freedom through radical resistance*, 95-118.
- CBC Land Back. Ep. 3: The Dream. CBC Podcasts. <https://www.cbc.ca/listen/cbc-podcasts/1341-landback/episode/15951323-e3-the-dream>
- King, H., et al. (2019). Land Back: A Yellowhead Institute red paper. *Yellowhead Institute*, <https://redpaper.yellowheadinstitute.org/wp-content/uploads/2019/10/red-paper-report-final.pdf> – read the Executive Summary & Part Four: Reclamation

Case Study:

## WEEK 7:

### READING WEEK

## WEEK 8:

### War on Terror: Guest Lecture (Shazia Sadaf)

#### Required Readings:

- Sadaf, S. (2017). *I Am Malala*: Human rights and the politics of production, marketing and reception of the post-9/11 memoir. *Interventions*, 19(6), 855-871.
- Sadaf, S. (2019). Biographies of Violence and the Violence of Biographies: Writing about Rape in Pakistan. In *Violence in South Asia: Contemporary Perspectives*. Pavan K. Malreddy & Anindya S. Purakayastha (eds.), 100-114.

## WEEK 9:

### Digital Activism

#### Required Readings:

- Eckert, S. & Steiner, L. (2016). Feminist uses of social media: Facebook, Twitter, Tumblr, Pinterest, and Instagram. In *Defining identity and the changing scope of culture in the digital age*, Alison Novak & Imaani Jamillah El-Burki (eds.), 210-229.

Case Study:

WEEK 10:

### **Collective Action and Unionism**

- McNicholas, C., et al. (2020). Why unions are good for workers—especially in a crisis like COVID-19. *Economic Policy Institute*, <https://www.epi.org/publication/why-unions-are-good-for-workers-especially-in-a-crisis-like-covid-19-12-policies-that-would-boost-worker-rights-safety-and-wages/>

Case Study: Starbucks Workers United

WEEK 11:

### **International “Development” + Climate Justice**

*Required Readings:*

- Tiessen, R. (2007). Definitions and debates in gender mainstreaming literature. In *Everywhere/nowhere: Gender mainstreaming in development agencies*, 11-25.
- Terry, G. (2009). No climate justice without gender justice: An overview of the issues. *Gender & Development*, 17(1), 5-18.
- Heintz, J., Staab, S., & Turquet, L. (2021). Don’t let another crisis go to waste: The COVID-19 pandemic and the imperative for a paradigm shift. *Feminist Economics*, 1-16. <https://doi.org/10.1080/13545701.2020.1867762>

*Recommended Readings:*

- Fraser, N. (2022). Nature in the maw: Why ecopolitics must be trans-environmental and anti-capitalist. In *Cannibal capitalism: How our system is devouring democracy, care, and the planet—and what we can do about it*, 73-102.

Case Study: Sustainable Development Goals

**Policy Brief due this week**

WEEK 12:

### **Futures of Work**

*Required Readings:*

- Baruah, B. (2017). Renewable inequity? Women’s employment in clean energy in industrialized, emerging and developing economies. *Natural Resources Forum*, 41(1), 18-29. <https://doi.org/10.1111/1477-8947.12105>
- Buolamwini, J. (2019). Artificial intelligence has a problem with gender and racial bias: Here’s how to solve it. *Time*. <https://time.com/5520558/artificial-intelligence-racial-gender-bias/>

Case Study:

WEEK 13: April 2<sup>nd</sup>

**Review**

**OWL Brightspace**

Students are responsible for checking the course site on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class. Students may access the OWL Brightspace Learner Support site for assistance: <https://brightspacehelp.uwo.ca/> For IT related issues, they may contact Western Technology Services Helpdesk directly: <https://wts.uwo.ca/helpdesk/>.

### Technical Requirements

This course requires you to have access to a word processor for writing assignments and reliable internet connection for timely forum posting.

### Electronic Devices

Electronic devices will not be permitted for the midterm written exam or final written exam. Electronic use during class time should be relevant to the course and not distracting to those around you.

### Statement on the Use of Generative Artificial Intelligence (AI)

In this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. It is essential that students critically evaluate obtained information from AI sources, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives, *in their own words*. The use of AI in submitted assignments is, however, prohibited. **Assignments should reflect students' own thoughts and independent written work.** AI tools do not count as suitable references for students to cite in final written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking and independent inquiry and allows them to produce original written contributions. Students who are found to be in violation of these guidelines may be asked to orally explain their assignment in a meeting with the professor and produce any materials used in preparing assignments to demonstrate the research process.

### Methods of Evaluation and Tentative Schedule

The overall course grade will be calculated as listed below:

Participation:	10%
Syllabus Quiz:	5%
Film Review:	20%
Policy Brief:	30%
Final Exam:	35%

#### *Participation:*

For participation marks, students are required to contribute to **five (5) forum posts on Brightspace** that concern class and reading material. Students are expected to use material from the readings, class slides, and class discussion to respond fulsomely and thoughtfully to a question posed by the course instructor. Forum questions will be released on the **Monday before class** and forum posts will be due **on Thursdays at 11:59pm**. Forum posts should be no more than a paragraph, using properly structured, full sentences.

**Late forum posts will not be accepted, so please plan your time effectively.** Forum post questions will be posted each week, and **students have the opportunity to choose which weeks to post.**

### *Syllabus Quiz*

To encourage students to read and comprehend the syllabus—your guide to 1022G! —students are required to complete a short quiz via Brightspace, answering questions about the syllabus (found under “Content” in Brightspace). The quiz will close two weeks into the course, on **DATE**.

### *Film Review:*

All students must watch *Bhutto* (2010) and offer a 1000-word critical review of the film, responding to three (3) prompting questions. Each question will ask students about an aspect of the film, as it relates to gender, representation, and governance, and must be answered in full sentences and paragraphs. Essay formatting is not necessary for this assignment, but students are required to cite the film properly and reference at least one (1) other source (can be a course reading). The assigned film is available through Western Libraries (Kanopy).

### *Policy Brief:*

Students must complete a 1500-word policy brief, using a template provided (Executive Summary, Introduction, Research Overview, Analysis, Conclusion/Recommendation). Students can choose a topic related to gender justice, social movements, activism, etc. that is most interesting to them, in consultation with their TA. **You must have your topic approved by your TA before writing your policy brief.** Your policy brief must include quality sources, including at least one (1) scholarly, peer-reviewed source and one (1) course reading. Examples of policy briefs and expectations for the assignment will be forthcoming.

### *Final Exam:*

The final exam will be a take-home exam administered through Brightspace during the final exam period. The final exam will be cumulative. Students will have 24 hours to complete the exam.

### **Flexible Deadlines:**

The film review and policy brief assignments have some built-in flexibility in terms of deadlines to promote student agency and recognize that all students have unique academic, personal, and professional circumstances. Students are afforded a **three (3) day, no questions asked grace period** to submit these assignments via Brightspace.

### **Absences at Final Examinations**

If you miss the Final Exam, please contact the Academic Advising office of your Faculty of Registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/definitions.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/definitions.pdf)

### **Academic Offences**

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, here: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

### **Statement on the use of plagiarism-checking software**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Policy on Accommodation for Religious Holidays**

Western's Policy on Accommodation for Religious Holidays can be found here: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_religious.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf). In the case of mid-term tests, notification is to be "given in writing to the instructor as early as possible, but not later than **one week** prior to the writing of the test".

### **Academic Accommodation and Accessible Education**

**Academic Accommodation** is "a means of adjusting the academic activities associated with a course or program of student in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program."

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic%20Accommodation%20disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation%20disabilities.pdf). Students with disabilities are encouraged to register with **Accessible Education** at the earliest opportunity. "Accessible Education plays a central role in Western's efforts to ensure that its academic programs are accessible for all students" [http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)

### **Support Services**

#### **Academic Advising**

Your Home Faculty's Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here:

[https://registrar.uwo.ca/faculty\\_academic\\_counselling.html](https://registrar.uwo.ca/faculty_academic_counselling.html)

#### **Mental Health Support**

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

#### **Gender-based and sexual violence**

Western University [is committed to reducing incidents of gender-based and sexual violence](#) (GBSV) and providing compassionate support to anyone who is going through or

has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html). To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

### **Learning Development and Success**

Counsellors at the Learning Development and Success Centre <https://learning.uwo.ca> are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

### **USC**

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.