

Carleton University  
Fall 2023

**ENGL5804F *Studies in Canadian Literature I/***  
**CDNS 5201F *Critical Perspectives on Canadian Feminism/***  
**WGST 5902A *Advanced Topics in Women's and Gender Studies***

**REREADING 'WOMEN'S LIBERATION'**

*Schedule:* Thursdays, 11:35 - 2:25 pm

**Instructor:**

Professor Jennifer Henderson  
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Office Hours: after class or by appointment

This course takes a materialist and intersectional approach to the 'Women's Liberation' movement of the 1970s, as we look at recent scholarship on the rhetorics and affects of the movement as well as dig into its Canadian archive. Recent scholarship has been revising settled views of experience, organizing, and expression in this moment of eruption. Working with concepts of eventfulness, articulation, and ghostly trace, we question a progressivist view of history that would assume either our own relative advancement or the finishedness of this past. Grounding ourselves through discussion of the relationship between feminism and neoliberalism in the present, we then turn to archival materials and media representations from the 1970s. We ask how this historical feminism was heterogeneous in its rhetorics and positionalities, and was made public in selective, uneven ways.

Our primary materials include print ephemera—newsletters, magazines, and flyers, as well as film, autobiography, anthologies, art activism, and journalism. We read for style and emotion as well as for the arguments and analyses presented. A central preoccupation is the moment's framing of social reproduction as a terrain of struggle and the pertinence of that struggle today. Throughout the course, we ask how feminist discourse and organizing occurs within and against regimes of race, heteronormativity, binary gender, state governance, and global capitalism. We approach Canada as a settler-colonial, racialized space, a space of Indigenous homelands and transnational flows in which 'woman' and 'women' are unstable and contested subjects. The course will be an inclusive, 2SLGBTQ-positive space.

**Learning outcomes**

Identify feminist themes and debates, historical and current; identify, paraphrase and apply critical concepts in readings; think through the concept of social reproduction; situate Canadian feminist organizing in continental and global perspectives; connect feminist discourse and

politics to racial capitalism and settler-colonialism; historicize women's liberation through concepts of emergence, articulation, trace; conduct basic archival research; develop a research or creative project with central question to be explored, theoretical grounding, methodological justification, literature review.

### **Course texts**

Required readings will be available online with the exception of Maria Campbell, *Half-Breed* [1973] (McClelland and Stewart, 2019). Students are asked to purchase the book from any retailer.

### **Assignments and Evaluation**

You have the choice between two pathways. **The deadline for letting me know by email which of these pathways you are committing to is September 21st.** (Failure to write me by the deadline will mean you are enrolled in Pathway B.) Once you commit to a pathway, you are locked into it. Please see details on assignments below.

#### **A) Research Paper Pathway**

Reading notes (total of 6 weeks)	25%
1 presentation (Oct. 12 <sup>th</sup> or Nov. 16 <sup>th</sup> )	25%
Research Paper (18-23 pages, excl. biblio.)	40%
Attendance and participation	10%

#### **B) Smaller Assignments Pathway**

Reading notes (total of 8 weeks)	30%
2 presentations (Oct. 12 <sup>th</sup> and Nov. 16 <sup>th</sup> : 15% + 20%)	35%
Research Proposal or Creative Project	25%
Attendance and participation	10%

### **Details on Assignments**

**Reading notes:** These are due by 11:59 pm the day before we meet to discuss that week's readings in class – you must write on that week's readings. Your notes should be approximately 1- 1.5 pages double-spaced and you should have something to say about more than one of the required readings. Each week, decide on one of three possible approaches:

- **Glossary of concepts:** Identify an analytical concept (an idea used to understand, connect, bring into view) presented in a particular passage. Paraphrase what it means as best you can. Talk about how the author uses the concept in the piece. It's ok to use a bit of quotation mixed in with your own words. Try to capture key elements. You may wish to say where the concept comes from if the author does not originate it; whether it carries a normative force or implied commitment; whether it is connected to a

particular intellectual tradition. Finally, what is this concept useful for thinking about? What questions does it allow us to raise? What are its possible limitations?

- **Dissection:** What conceptual frame does the author see through (epistemology)? What is the author's method of knowing and explanation of their method? (methodology)? How is the piece organized and written, what is striking about that (rhetoric)?
- **Synthesis:** The emphasis here is on drawing out the main line of argument and comparing it with that of others assigned for that week. Where do you see connections, differences of emphasis, or tensions and why are these significant? Be as precise as possible in showing where you see the argument being made. If it helps to imagine the authors sitting around a table having a discussion and imagining how that would go, you can do that.

*Remember:* If you have committed to the Pathway A), you need to do this assignment for 6 weeks. If you have committed to B), you need to do it 8 weeks.

**Presentations:** For guidelines on presentations, see the modules for **Oct. 12<sup>th</sup>** and **Nov. 16<sup>th</sup>** on Brightspace. These 10-minute presentations are graded on the basis of your identification of pertinent and richly interesting material, your effective communication of the context for the text/object, your observation of important details, discussion of the piece's significance, and your answering any questions following your presentation. Remember to submit your 3-6 page powerpoint presentation and notes before the start of class.

**Research paper (for those in Pathway A):** Essays of 18-23 pages (double-spaced and excluding bibliography) exploring a topic of your choosing, but one that is related to the content of this course. Be clear about your question, your thesis, the concepts you are working with. Use some readings from the course but go further in your research, assembling your own corpus that is suited to your question and objects of analysis. Please clear your topic with me. **Due Dec. 8<sup>th</sup>.**

**Research proposal (for those in Pathway B):** Proposals of 6-8 pages (double-spaced and excluding bibliography). Imagine that you are going to conduct a research project or write a major research paper of 25-30 pages. Come up with a good question informed by what peaked your interest in our course materials and push the discussion forward or take it somewhere more specific. This assignment involves advance planning, thinking, and researching: do not make the mistake of thinking it can be dashed off! See further guidelines on Brightspace. **Due Dec. 8<sup>th</sup>.**

**Creative project (for those in Pathway B)** This project can take a multitude of different forms: a podcast, a website, a piece of creative expression that is significantly informed by the material studied in this course, in a particular way that you can talk about. Your creation is accompanied by a 2-3 page written discussion (double-spaced, plus bibliography) of what material it picks up on from the course, why that seems important, and why you think the form you have chosen is appropriate, or what difference it makes, as

you engage with the material. Please clear your idea for a creative project with me. **Due Dec. 8<sup>th</sup>.**

**Attendance and participation:** A strong attendance and participation grade requires demonstration of real commitment to the course *both* through a very good attendance record and regular contributions to discussion. Your contributions to discussion should be informed by the assigned readings, demonstrate your intellectual curiosity as well as your taking respectfully and seriously what others have said. As noted under “classroom etiquette” below, we are going to strive for a spirit of generosity and shared curiosity in our discussions.

Please note that unless you have obtained my permission, all course assignments are to be completed individually and you may not re-use work previously submitted for credit in another course.

### **Course Rules and Expectations**

**Preparation and participation:** Attendance is mandatory but please do not attend class if you are infectious. *It is important to do the assigned readings before class.* Participation in discussion should be informed by the readings. Please give yourself enough time to read attentively and to think about connections to other texts or to issues we have been discussing in class. See the Discussion Questions at the bottom of the weekly module to get a sense of how you might think about the readings. Bring your own questions and connections too.

**Classroom etiquette:** All cell phones must be put away. Laptops, if brought, are to be used for note-taking *only*. Please listen respectfully and attentively. Contribute to discussions with generosity: we are all learning. Please have a sense of taking turns. Do not always rely on others to carry the conversation; on the other hand, if you enjoy contributing, great and thank you! but be careful not to dominate.

**Email:** Email may be used for straightforward questions. The best way to speak with me at more length is to make an appointment or see me after class.

**Submission of assignments:** Assignments should be submitted electronically on Brightspace.

**Penalties for LATE ASSIGNMENTS:** Reading notes are only accepted up to 11:59 pm the day before we discuss the readings in class. You must write on the readings assigned for that particular week. No late reading notes will be accepted. Presentations and notes on presentations are to be submitted on Brightspace before the start of class on the day you are presenting. There are no extensions for presentations. For research proposals, creative projects, and research papers, please email me if you need to request an extension. Even when granting an extension, I will deduct 2% a day for each day, including weekends, after the due date of Dec. 8th. Please keep a backup copy of all your assignments. For requests for accommodation on the basis of short-term incapacitation, please see “Informal accommodation due to short-term incapacitation” below.

**Grades:** Grades will be based on insightfulness, quality of research and argumentation, effective organization of ideas, tenable interpretation of primary materials and good understanding of secondary sources, clarity, consistent use of a citation method, spelling and grammar. The following percentage equivalents will be used when calculating your grades for this class:

A+=90; A/A+=88; A=85;A-/A=83; A-=80

B+/A-=79; B+=77; B/B+=75; B=73; B-/B=72; B-=70

C+/B-=69; C+=67; C/C+=65; C=63; C-/C=62; C-=60

D+/C-=59; D+=57; D/D+=55; D=53; D-/D=52; D-=50

F=0-49 (a numerical grade will be assigned for any paper receiving an F)

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Plagiarism:** The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to: any submission prepared in whole or in part by someone else, including the use of generative AI tools (e.g. ChatGPT); using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment; using another’s data or research findings without appropriate acknowledgement; submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

**Help with your writing:** The Centre for Student Academic Support provides both in-person and remote support through writing consultation sessions and workshops. See <https://carleton.ca/csas/writing-services/>

**Learning support:** For workshops on academic reading, writing, note-taking, proofreading, exam preparation and other topics see <https://carleton.ca/csas/learning-support-workshops/>

**Statement on Student Mental Health:** As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you.

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources: • Mental Health and Wellbeing: <https://carleton.ca/wellness/> • Health & Counselling Services: <https://carleton.ca/health/>

- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/> • Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/> • Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/> • Good2Talk: 1-866-925-5454, <https://good2talk.ca/> • The Walk-In Counselling Clinic: <https://walkincounselling.com>

## **REQUESTS FOR ACADEMIC ACCOMMODATION**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Informal accommodation due to short-term incapacitation:** If you have missed an assignment or more than one class due to temporary incapacitation (illness, injury, or extraordinary circumstances beyond your control) and you wish to be considered for accommodation on this basis, please email me with your request, attaching the Self-Declaration for Academic Considerations Form <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf> As noted on the form, “Discretion to determine the nature of the accommodation granted for missed course work remains with the instructor.”

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete a Pregnancy Accommodation Form.

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see: <https://carleton.ca/tls/teachingresources/administrative-pedagogy/academic-accommodations/>

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable). <https://carleton.ca/pmc/about-pmc/>

**Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

**Accommodation for Student Activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

SEE BRIGHTSPACE FOR READING SCHEDULE