

Carleton University  
Winter 2021  
School of Indigenous and Canadian Studies/  
Department of English/  
Women's and Gender Studies

**WINTER 2021 CDNS5201W / ENGL5804W / WGST5901A**

*Schedule:* **Mondays, 1:00 – 2:25 pm**

**Feb. 22, Mar. 29 and Apr. 12 earlier start at 12:00**

*Format:* Blended: asynchronous + synchronous

**Professor Jennifer Henderson [Jennifer.henderson@carleton.ca](mailto:Jennifer.henderson@carleton.ca)**

Office Hours: by appointment

### **Critical Perspectives on Canadian Feminism: Rereading 'Women's Liberation'**

This course looks at the ways current scholarship is revising views of women's experience, organizing, and expression in the "women's liberation" movement of the late 1960s, 1970s, and early 1980s. Rejecting a progressivist view of history that would assume our own relative advancement, in this course we ask what was explosive as well as heterogeneous and contingent about the feminism in this period. We turn to archival materials, without an agenda to recover or rehabilitate. Instead we think about their discourses and strategies, the distances across which we are reading them today, as well as what may be oddly anticipatory, recurrent, or unfinished in their visions. We approach 'Canada' as a settler-colonial and racialized space, and the late 1960s and 1970s as the period of the welfare state. We look at the variety of ways feminists worked the new analytic lens of 'social reproduction' to talk about abortion, labour, violence, subjectivity, sexuality, and experiences of settler-colonialism and racial capitalism. Our materials include film, theory, literature, art activism, journalism, historiography, anthologies, newsletters, and magazines. We experiment with ways of analyzing these materials, especially for what they may say about what, after Victoria Hesford, we call "feeling feminist" in these decades. Throughout the course, we ask how feminist discourse and organizing occurs within and against regimes of race, heteronormativity, binary gender, state governance, and capitalism. The course will be an inclusive, 2SLGBTQ-positive space.

This will be a BLENDED course, combining asynchronous activities and weekly synchronous meetings to foster discussion and community.

## REQUIRED TEXTS

Students are asked to purchase **Maria Campbell's *Halfbreed***. (The 1983 edition is the most easily available.)

Shorter readings, including selections from Victoria Hesford's *Feeling Women's Liberation* (2013), Allyson Mitchell and Cait McKinney's *Inside Killjoy's Kastle* (2019), the two 1972 anthologies, *Women Unite!* and *Mother Was Not a Person*, and Makeda Silvera's *Silenced* (1983) will be available through ARES. We will also make use of the Rise Up! online feminist archive.

## EVALUATION

Here is how our "blended" (asynchronous + synchronous) class will work around the scheduled Monday time slot on a weekly basis. You will see that there is regular work to keep you engaged on a weekly basis. There is no massively high-stakes large assignment at the end of term.

- We will meet **Mondays at 1:00 pm** for between 1 and 1.5 hours. **NOTE:** On Feb. 22 and Mar. 29 and Apr. 12, which are presentations weeks, we are going to have to meet for longer, starting at 12:00.
- I ask you to **complete the required readings before** we meet. Your participation grade will be based on regular attendance of and participation in our weekly synchronous sessions. Participation in discussions (contributions as well as generous, engaged listening) should be informed by your reading of the materials before our meeting.
- Over the course of the term, you'll make **5 postings to a Discussion Forum**, on separate weeks. These postings will be one or more well-developed paragraph(s) long, will reflect on one or more of the required readings for that week, and for the most part will be uploaded 20 minutes before we meet on Mondays. (You'll be allowed 2 *post*-class postings of your total of five.) Each week I'll provide one or two questions you may use as prompts, but you may also develop your own angle.
- Over the course of the term, you'll keep a **Glossary of Concepts** as you do the readings. You'll identify analytical or theoretical concepts from the course material, make notes about their source, their definition (some quotation is allowed but mixed in with your own words), and their potential uses or applications (a brief reflection on how the term might be applied or what it could be useful for thinking about—you should say briefly

how the author of the piece uses it, but try as well to imagine another application). I strongly recommend entering new terms into your Glossary document as you finish your reading. The Glossary assignment will be evaluated once at the mid-point in the term and once at the end of the term.

- Each of you will prepare **TWO brief powerpoint presentations**. These will be due the Saturday before our class (two days before), at 8pm.
  - o **For February 22**, on mainstream media coverage of “women’s liberation” in a Canadian publication during the 1970s: 10-minute presentation. I’ll provide suggestions for databases to search for material available online.
  - o **For March 29**, on first five issues of a feminist publication in the online RiseUp! Archive: 10-minute presentation.
  
- Finally, at the end of term, you’ll hand in and present on a **research proposal of 6 – 8 pages** (double-spaced, including one page bibliography) framing and describing a project you would pursue. This assignment is all about the conceptualization of a do-able, would-be project, rather than your actually carrying it out. The project reflects your individualized take-away from the course material: how you would extend it into your own area of interest.

### **FINAL GRADE BREAK-DOWN**

Participation in weekly meetings	= 10%
Postings (5) to discussion forum	x 5% = 25%
Glossary of concepts (weekly, hand in twice)	= 15%
Presentation on mainstream media representation	= 15%
Presentation on feminist media	= 15%
Proposal for a research project: question, rationale, concepts, brief literature review, proposed method and materials	= 20%

### **COURSE POLICIES**

#### **ABSENTEEISM and LATE SUBMISSIONS**

It is very important to plan your time for this course so that you can keep up with the reading expectations and the regular work. Regular attendance in our Monday discussion sessions is required. Please contact me immediately if you foresee difficulties in submitting work by a deadline.

## **COMMUNICATING WITH ME**

Feel free to email me at [jennifer.henderson@carleton.ca](mailto:jennifer.henderson@carleton.ca) with course-related questions which I can answer briefly. For longer discussions, please make an appointment to meet with me in BBB. Some weeks, I may be able to meet with you after the synchronous session on Mondays.

## **GRADES**

Grades for written work will be based on insightfulness; demonstration of careful reading; presentation of focused ideas; effective organization of ideas; clarity of expression; correct use of MLA, Chicago or documentation style, for the Proposal; and correct 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)

## **ACADEMIC REGULATIONS**

### **NOTE ON FINAL GRADES**

Standing in all Faculty of Arts and Social Sciences courses 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 Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct 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 failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

#### **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:

**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 more details click [here](#).

**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 click [here](#).

**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).

### **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 must 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>

## **READING SCHEDULE**

**(Complete reading schedule will be posted on CULearn before January 2021)**

### **Jan 11 Introduction: What is the Feminist 'Now'?**

#### **Required reading to do before class please:**

- Nancy Fraser, "How feminism became capitalism's handmaiden - and how to reclaim it" (2013) *Guardian*, available at: <https://www.theguardian.com/commentisfree/2013/oct/14/feminism-capitalist-handmaiden-neoliberal>
- Brenna Bhandar & Denise Ferreira da Silva, "White Feminist Fatigue Syndrome" (2013) *Critical Legal Thinking*, available at: <http://criticallegalthinking.com/2013/10/21/white-feminist-fatigue-syndrome/>

**Please screen this film before class. You can watch it on the NFB website.**

[https://www.nfb.ca/film/status\\_quo\\_the\\_unfinished\\_business\\_of\\_feminism/](https://www.nfb.ca/film/status_quo_the_unfinished_business_of_feminism/)

- *Status Quo: The Unfinished Business of Feminism in Canada* (dir. Karen Cho, NFB 2012) 1 hr 30 min

