Instructor: Alexis Shotwell
Office Hours: by appointment through https://calendly.com/alexis-shotwell, or email me if the times listed there don’t work for you. We’ll meet remotely, through the computer or phone, at your preference.
Email: alexis.shotwell@carleton.ca
Time: Wednesdays, 11:35-2:25

Pre-requisites & Precluded Courses: Graduate standing.

Method of Delivery: Blended – Anyone who wants to take the class asynchronously can (everything will be recorded and posted on cuLearn and there will be the option of participating asynchronously) but there will be synchronous weekly meetings by zoom.

Feminist materialism, materialist feminism.

In this seminar, we will consider recent developments in feminist materialist theory and analyses. Beginning from the understanding that human activity coproduces social reality, we’ll focus in particular on being within and against “the family,” an anchor concern that allows us to discuss questions of care and kin, social reproduction and social transformation. Centering power relations and struggle, students should leave the class with a more developed understanding of key debates and interventions in contemporary feminist materialist thinking.

Key questions will include: What is the family? How is it situated in and shaped by relations of oppression and exploitation? What is the role of feminized care work in making family and reproducing society? How do classification practices shape and re-shape our experience of history? What does it mean to take up and resist our inheritances? What forms of kin might we create as part of our everyday practices of being in relation with the world?

Wednesday, January 13, 2021 – Introduction to the class and one another

Wednesday, January 20, 2021- Thinking historically about the family
Reading:

Wednesday, January 27, 2021 – Housework and the Struggle Against it, Part 1
Reading:


Beth Capper and Arlen Austin, “Wages for housework means wages against heterosexuality: On the Archives of Black Women for Wages for Housework and Wages Due Lesbians,” GLQ, 24:4, October 2018, 445-466

Wednesday, February 3, 2021 – Housework and the Struggle Against it, Part 2
Reading:
Evelyn Nakano Glenn, “From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor,” Signs (Autumn, 1992), 1-43


Wednesday, February 10, 2021 – Care Work and Family-Making on a Global Scale
Reading:


Neferti Tadiar, “Life-Times in Fate Playing” in South Atlantic Quarterly, 111.4 (Fall 2012), 783-802

Wednesday, February 17, 2021 – Winter break

Wednesday, February 24, 2021
Reading:

Wednesday, March 3, 2021
Reading:


Wednesday, March 10, 2021
Reading:
Sophie Lewis, “Mothering Against the World: Momrades Against Motherhood” Salvage #8, Spring/Summer 2020


Wednesday, March 17, 2021
Reading:


Wednesday, March 24, 2021 – Crises of Social Reproduction
Reading:


Wednesday, March 31, 2021
Reading:


Wednesday, April 7, 2021
Closing.

Course Requirements:
We have the option of having two “sections” of this class; one directed at people in the first year or two of their grad programs (the “A Section”) and another directed at people writing their theses, MRPs, comps, or dissertations (the “B Section”).

A Section participants will focus on engaging the reading material and active participation in discussion; the first hour and a half of class (11:30-1:00) will be “held” by A Section students. When and how B section meets in person will be decided based on if there is anyone interested in doing this option and what they’re excited about.
Assessment for **A Section students** will be based on:

1. **(20%)** Participation in the weekly “Quotes that Struck Me” and “Things We Said” shared googledocs.
2. **(20%)** One longer engagement with something you’re interested in from the readings, the final version of which will be due at the end of the term. This engagement could take the form of a regular paper, or some other form that we discuss and agree on.
3. **(50%)** Circulation and sharing of five 100-250 word thought-provoking questions (TPQs), participation in class discussion, attentive engagement with one another’s ideas.
4. **(10%)** Three self-reflections, due January 20, March 3, and April 7.

**B Section participants** will take as their task writing a substantive piece of work – a comprehensive exam paper, MRP section, a chapter of the thesis or dissertation, PhD thesis proposal, or a publishable paper. Assessment will be based on:

1. **(50%)** Three submissions of drafts at various stages of completion. We will assume that people are entering the term “cold” – without anything written – and undertake a collaborative process for crafting and discussing work as it evolves. An assumption of this drafting will be that students are actively engaging with their supervisor (and, as appropriate, their committee) about the direction of their work.
2. **(20%)** One longer paper, due at the end of term.
3. **(20%)** Participation in discussion about the Drafts Of The Day, attentive and generous engagement with one another’s ideas, commenting on drafts.
4. **(10%)** Three self-reflections, due January 20, March 3, and April 7.

Students will be invited to attend both sections of the class period; the aspiration is that having collective, structured space for students at various stages of their academic career will be of benefit for everyone. **B Section students** are invited to read the day’s readings, but that work will not be assessed; **A Section students** are invited to read the Drafts, but likewise that work will not be assessed.

We will require 3 students doing the **B Section** to run that part of the class; if we don’t have it, we’ll just be an ordinary class.

**General comments**

- **Learning during a pandemic:** We are not going to have a normal semester, and we cannot tell in which direction it will be strange. Some things are predictable: We know that we’ll be meeting online, that the world will be very stressful, and that we’ll all be doing our best. It is meaningful and good to read, think, talk, and learn in this time, and because we’re collectively experiencing a difficult and traumatic world-historical event we need to take care and give room to the reality we’re facing. I know that many of you have caregiving responsibilities – for kids, loved ones, or elders – and that your own challenges are almost certainly spiking. I’m hoping that our class can be a space for nourishment rather than stress during this time, helping us build supportive learning, writing, and thinking practices and for you to find horizontal relations of mutual aid in the writing part of grad school.

- **Welcoming classroom:** In this classroom, we collectively – students, visitors, and teacher - try to make sure that everyone is safe enough to be present, learn, and share their understanding of course material. This means that talk or behavior that disrespects or demeans others is not accepted. For
example, rape jokes, racist comments, the expressions “that’s retarded” or “that’s so gay” would be inappropriate. We all will refer to one another using correct names and pronouns. In some cases we’d talk about anything that comes up on the spot, and in other cases it could be addressed outside of class. As needed in relation to the readings we do and discussion we have I will aim to provide regular and appropriate content and trigger warnings, and welcome your input on what I can do to make this class workable for you.

Specifically about writing for B section participants: We are creating a space for receiving and giving feedback on writing. Most of our experience in academia will have primed this to be a scary and daunting thing. Thus, we will be actively practicing giving generous feedback, receiving input with confidence in our fundamental goodness and worthiness to be in academia, being willing to try things in our writing with an attitude of abundance and possibility and curiosity, and generally practicing not being jerks to ourselves and others.

Participation: My experience is that classes are fruitful and delightful when most of the people in the group are actively engaged in the discussion, either talking or listening. Practically speaking, whether you are participating synchronously (by text or audio) or asynchronously, I will expect all of us to be mindful of our speech; those of you who tend to wander far afield in discussion, or talk too much, or too little, please monitor yourselves and work with me and the others in the class to stay on course, develop your listening skills, or weigh into the discussion.

If you have any trouble with the readings, completing work on time, or any aspect of the course, don’t hesitate to email or phone me. I try to respond to all email within 48 hours, though I generally don’t respond to work email on the weekends.

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

- **A**+ = 90-100
- **B**+ = 77-79
- **C**+ = 67-69
- **D**+ = 57-59
- **A** = 85-89
- **B** = 73-76
- **C** = 63-66
- **D** = 53-56
- **A**- = 80-84
- **B**- = 70-72
- **C**- = 60-62
- **D**- = 50-52
- F = Below 50
- WDN = Withdrawn from the course
- DEF = Deferred

**Academic Regulations, Accommodations, Plagiarism, Etc.**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here: [https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/](https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/)

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

**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** for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to
send 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).

*The deadline for contacting the Paul Menton Centre regarding accommodation for April examinations is March 19, 2021.

**For Religious Obligations:**
Please contact your instructor 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, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

**For Pregnancy:**
Please contact your instructor 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, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

**For 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: www.carleton.ca/sexual-violence-support

**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. Please contact your instructor 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

**Plagiarism**
Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

**What are the Penalties for Plagiarism?**
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of
academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:
Academic and Career Development Services: https://carleton.ca/career/
Writing Services: http://www.carleton.ca/csas/writing-services/
Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/

Important Information:
- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- 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.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s Freedom of Information and Protection of Privacy Act (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://students.carleton.ca/

Important Dates and Deadlines Winter 2021:
January 4 Winter term course outlines must be available to students.
January 11 Winter term classes begin.
January 25 Last day for registration and course changes in Winter term classes.
January 22-24, 29-31 Fall term deferred examinations will be held
January 31  Last day for a fee adjustment when withdrawing from winter term courses or the winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to winter term fees and will result in a permanent notation of WDN appearing on your official transcript.

February 12  April exam schedule available online.
February 15  Statutory holiday. University closed.
February 16-19  Winter Break, classes suspended.
March 19  Last day to request formal exam accommodations for April examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfill accommodation requests received after the specified deadlines.
March 31  Last day for in-class summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade in Winter term courses.
April 2  Statutory holiday. University closed.
April 14  Winter term ends.
April 14  Last day of Fall/Winter and Winter term classes.
April 14  Classes will follow a Friday schedule.
April 14  Last day for academic withdrawal from Fall/Winter and Winter term courses.
April 14  Last day for take home examinations to be assigned.
April 14  Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for Fall/Winter and Winter term courses.
April 15  No classes or examinations take place.
April 16-27  Final Examinations for Winter and Fall/Winter courses. Exams are normally held all seven days of the week.
April 27  All take-home examinations are due except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.
May 14-26  Deferred examinations for Fall/Winter and Winter term courses are held.