Course Description: This course encourages critically examines the various ways feminists have pursued and continue to effect social, political, economic, and cultural change. This course has a heavy ‘practice’ component whereby students will engage in feminist activism projects using both traditional strategies and new media. The course will focus on both local forms of feminist activism and global and transnational feminist social justice movements.

Learning Objectives:

Through this course, you will:
- Gain a critical understanding of feminist activism and social justice
- Students (both individually and in groups) will plan, research, and execute their own feminist social justice campaigns
- Students will learn both local and global feminist social justice movements and their intersections
- Learn communication, presentation, and dialogical learning skills

Required Texts:
Available on CuLearn through library e-reserves.

Learning Assessments:
YouTube assignment: 25% -February 12
In-Class Exam: 30%-March 12
Course Requirements
The aim of this course is to teach students to think critically about feminisms, activism, and social justice. All written work should be in a 12-point Times New Roman font, with page numbers and appropriate citations for all sources. Late assignments will be deducted 5% per day, this includes weekends. Students must hand in a hard-copy of the assignment. Students should keep a hard-copy for their records. No video or audio-recording of lectures. Emails will be answered within 48 hours (not counting weekends).

*Please contact your discussion group TA before contacting instructor if you need guidance.*

In-Class Exam (30%): Short answer and essay questions.

Mid-Term Assignment (25%)-YouTube Post: This assignment requires you to engage in online activism. This assignment is composed of two parts: YouTube video and written critical analysis (4-6 pages). YouTube is worth 10% and written component worth 15%. You will pick a topic (different from your final Activism in Practice topic) that is related to feminist activism. You will be required to write a critical piece interrogating your chosen issue. You are permitted to draw on course material or outside academic material. Your written piece should demonstrate your knowledge of the issue. Your second piece will be an online activism piece. You will create a video that is minimum 5 minutes in length, maximum 10 minutes. Your video should supplement your written piece. You should be able to creatively articulate your message through this format. You will send your link to you TA through CuLearn. The video does not have to be made public.

Activism and Academia Reflection: You will attend the Joint Chair in Women’s Studies Presents: “Always a Zero-sum Game?: Exploring the Tensions between Academic Freedom and Anti-Oppression” panel. You should attend for a minimum of an hour (or more). You will be expected to write a 2-page critical reflection on issues discussed at the event. This exercise is to illustrate the intersection of academia and activism. The event is a two-day event to be held Monday, March 19 and Tuesday March 20. You are welcome to attend both days for the entire day. If you are not able to attend then you will make arrangements to attend another conference or event hosted by any activism group on campus or in your community. Please plan ahead and put it in your calendars. There will be no class this week.
Activism in Practice (30%): This assignment requires group work. As a group you will choose an issue (different from your YouTube assignment), research the issue, publish information about the issue, and organize a campaign around the issue to raise awareness and foster social change. The campaign will be presented in the Tory Building Lobby on April 11 during class time. You will submit a formal group report 5-7 pages providing your academic rationale for your issue and why choose to design your campaign in the way you did. Your group will consist of 5-6 people in your discussion group. You will choose your group and your topic in your discussion group (to be approved by your TA).

REQUEST 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 see the Student Guide.

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 the Student Guide.

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 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). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PLAGIARISM
The University Senate defines plagiarism as “presenting, whether intentional 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 serious offence, which 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 a final grade of “F” for the course.

The university’s Academic Integrity Policy can be found at: 
https://carleton.ca/registrar/academic-integrity/

Course Schedule and Reading Assignments

January 8: Introduction to the course [No discussion group]

January 15: Introduction to Feminist Activism
What constitutes activism? What is feminist activism? How do issues become movements?


Discussion Group Readings:


**January 22: Transnational Feminist Activism**
What is transnational feminist activism? How has feminism contributed to the field of international relations?


Discussion Group Reading:


**January 29: Feminist Anti-Globalization Activism**
What is antiglobalization activism? How was feminism figured within anti-globalization movements?


Discussion Group Reading:


February 5: Muslim Women and Activism

What is ‘colonial feminism’? How does republican ideology figure in Muslim women’s experiences and activism?


Discussion Group Reading:


February 12: From Black Panthers to Black Lives Matter


Discussion Group Reading:


*YOUTUBE ASSIGNMENT DUE*

February 19: Reading week [no class] [no discussion group]

February 26: “A Woman’s Place Is in the Armed Struggle?’’
Is feminist nationalism an oxymoron? What are the relationships between women’s movements and nationalist movements?


Discussion Group Reading:

March 5: Feminism and Peace Activism
What has been women’s role in nonviolent revolutions? What is the feminist case against NATO?


Discussion Group Reading:


March 12: In-Class Exam

Discussion Group: [Activism in Practice work period]

March 19: Joint Chair in Women’s Studies Presents: “Always a Zero-sum Game?: Exploring the Tensions between Academic Freedom and Anti-Oppression”. [No class] [No discussion group]

March 26: [no class] [no discussion group] [work on activism in practice]

April 2: Governmentality, Neo-liberalism, and women’s activism?
What is governmentality? How has neo-liberalism impacted feminist activism? Is collectivity possible in times of neo-liberalism?


*Academic activism write-up due*

Discussion Group: [Activism in Practice work period]
April 9: ACTIVISM IN PRACTICE (in Tory Lobby)