Instructor: Helen Fielding (Philosophy/Gender, Sexuality and Women’s Studies)
Class time: Wednesday, 1:30-4:30
Classroom: LWH 2205
Offices: STvH 2157A and LH 3237
Phone 519-661-2111 x 84548
Email: hfieldin@uwo.ca
Office Hours: TBA or by Appointment

Land Acknowledgement:
I acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Neutral peoples, on lands connected to several Treaties including Treaty 6 London Township, Treaty 7 Sombra Township, Treaty 21 Longwoods and the Dish with One Spoon Covenant Wampum. This place continues to be home to diverse Indigenous peoples who are recognized as contemporary stewards of the land and vital contributors to society.

Course Description:
In this course we orient our reading towards making sense of the worlds we live from feminist, decolonial, and queer theoretical perspectives. In these theories there is no theory/practice divide. Theories emerge out of lived experiences and evolve accordingly. Theories help us to make sense and help to guide us in our analyses. That’s why they need to come out of our lived experiences. They also need to come from listening to the experiences of others. Theories that are top down impose perspectives on others. Instead, theories are negotiations, questions, and queries. We dialogue with theories about our research questions. We will engage with readings that help us to ask meaningful questions about our own research and the research of others, and that will guide us in our own thinking and practices. Our primary goal here is to understand the texts and to find the voices that speak most saliently to our own research.

Course Objectives
This course will enable students to:
- Articulate how feminist theories shape academic research
- Draw on feminist theories to further research projects
- Understand the ways in which feminist theory intersects with practice
- Recognize social and ethical issues in relation to feminist theory.
- Develop critical thinking and writing skills
- Make sense of their own research projects
Course Materials

- Copies of articles will be made available through OWL or through Weldon library

Evaluation

Essay 1 25% (5-7 pages) due Oct. 26
Final Essay 35% (10-12 pages) due Dec. 21
Participation 20%
Conference presentation 20% (Dec. 7)

Short essay: In this first short essay students will be expected to take up a theme that runs through one or more readings and come to a conclusion about this theme. In other words, this exercise is largely interpretive, ie. making sense of the readings by coming to an insight about what you have read. You may begin to apply it to an area of your research, ie. one research question, but the trick will be to focus your essay—focus, focus, focus. We’ll talk about how that works in class.

Final essay and Conference Presentation: The final essay can be connected to the first one, a continuation and deepening of the initial discussion; but it does not have to be connected. Students are encouraged to apply course readings to an area of their own research—to find readings that help them make sense of their own research questions. Students will prepare a course proposal based on their chosen theme and present their research in progress in the Conference to be held the last class of the semester. Each student will present on their theme for 10 minutes and there will be 5 minutes for discussion of each paper. The goal will be to provide everyone with constructive and helpful feedback for their projects in process.

Participation: participation will be assessed in terms of having read the texts, participating in, and leading small group discussions, and making appropriate contributions to conversation. Each student will be expected to lead a small group in discussion and report back to the class two times during the semester. A short summary of the group’s conclusions will be posted by each group leader on the class Owl forum. Class attendance is mandatory.

Statement on 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, at the following Web site: [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)

Essays will be submitted through OWL.

Plagiarism Checking

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

**A Note on Course Content**
In this course we will be dealing with themes that affect each of us differentially at a
personal, social and intellectual level. While full discussion of the issues is encouraged –
please be respectful of others—which can include being willing to question your own
perspectives. Hatred and intolerance (including racist, trans phobic, homophobic,
ableist perspectives) will not be tolerated. If you find the material is causing you
distress, please let me know—I can also help you to find appropriate support if required.

**Support Services**
Registriarial Services http://www.registrar.uwo.ca
Student Support Services https://student.uwo.ca/psp/heprdweb/?cmd=login
Services provided by the USC http://westernusc.ca/services/
Student Development Centre http://www.sdc.uwo.ca/
Students who are in emotional/mental distress should refer to Mental Health@Western
http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to
obtain help. Immediate help in the event of a crisis can be had by phoning 519-661-3030
(during class hours) or 519-433-2023 after class hours and on weekends.

**Course Schedule**

**Sept. 7 Introduction to Feminist Theory**
   Press, 1984), 124-133. Weldon library https://search-alexanderstreet-
   com.proxy1.lib.uwo.ca/view/work/bibliographic_entity%7Cbibliographic_details
   %7C4401746#page/120/mode/1/chapter/bibliographic_entity%7Cdocument%7
   C4401763
2. Malinda S. Smith, “Disciplinary Silences: Race, Indigeneity and Gender in the
   Social Sciences,” in *The Equity Myth: Racialization and Indigeneity at Canadian

**Sept. 14 Theory Practice Intersections**
1. Sara Ahmed, “Introduction: Bringing Feminist Theory Home” and “Feminism is
   1-64. Weldon Library
   https://ebookcentral.proquest.com/lib/west/detail.action?docID=4769414&pq-
   origsite=primo
Sept. 21  Getting Oriented

Sept. 28  Identity

Further Reading:
5. The rest of Salamon, “Movement”. In fact, the rest of the book.

Oct. 5  Logics of Race

October 12  Racist Habits

Further Reading:

October 19  Decolonization

Further Reading:

October 26  Radical Resurgence


Further Reading:

November 2  (Reading Week)

November 9  Rehearsals for Living


November 16  Misfits

https://ebookcentral.proquest.com/lib/west/detail.action?pq-origsite=primo&docID=1189107
Further Reading:

November 23  Multiplicitous Becomings

November 30  Cultivating Perception

December 7  Conference Day

Note: This Outline is Subject to Change before the Course Begins.