

Department of Gender, Sexuality, and Women's Studies
Western University

GSWS 2220E: FEMINIST THEORY & PRACTICE FOR CHANGE (2024-25)

COURSE DESCRIPTION:

How have feminists working across diverse approaches changed the ways we see, read, and think? Against what traditions have they resisted, and in what new directions do their works lead us? What are the relationships between feminist analyses, artistic/imaginative production, research methodologies and tabulations, the politics (even *violence*?) of representation, and ... *our gendered material realities*? How does theory inform practice, and vice versa? What are the ethical implications – and responsibilities – of feminist writing, innovation, research, and action?

This course studies feminist engagements with the (de)construction of historically raced, classed, and gendered/sexed subjectivities, and works with a diverse range of theoretical approaches in interdisciplinary and intersectional contexts. Together we will explore how the practices of producing knowledge have real-life effects. We will attend to the ways feminist in(ter)ventions at once resist, expand, and explode conventional approaches and ways of knowing, being, and doing. Ultimately, we examine the implications of feminist analyses and methods – with a focus on ever-creative feminist resistance and innovation for change.

INSTRUCTORS:

1st TERM

Instructor: Dr. K.J. (Kim) Verwaayen	kjverwaa@uwo.ca	Office hours: Wed. 11am-12:30 pm Via Zoom, and by appointment
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2nd TERM

Instructor: Dr. Lauren Auger	lauger3@uwo.ca	Office hours: TBA (Term 2)
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BOTH TERMS

Course TA: Kat Newman-Seymour	knewma26@uwo.ca	Office hours: Mon. 12:00-1:00 pm Via Zoom, and by appointment
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*Zoom links for office hours will be posted on OWL; appointments can be arranged. Students will be assigned wait-rooms on Owl in order of arrival.

LECTURE:

Tuesdays 1:30 – 4:30 pm in **VAC (Visual Arts Centre) Room 100**

EVALUATION BREAKDOWN

ALL YEAR

Participation	(5% each term)	10%
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TERM 1

Self/Reflection 1	(3 pages)	5%
Application Essay 1	(7 pages; OR creative project + essay)	15%

Mid-Term Exam	(2 hours; short answer + long answer or essay; 3h given)	25% TBA; Dec. exam
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TERM 2

Self/Reflection 2	(3 pages)	5%
Application Essay 2	(7 pages)	15%
Final Exam	(2 hours; short answer + long answer or essay; 3h given)	25% TBA; April exam

REQUIRED TEXTS:

All course readings will be posted on OWL Brightspace – visit <https://westernu.brightspace.com/>

LEARNING OBJECTIVES:

Building on introductory courses in Gender, Sexuality, and Women's Studies, work in GSWS 2220E should enable students to:

- ❖ Understand and demonstrate the relationship between theory and practice, particularly in feminist work;
- ❖ Learn how feminist theory and practice are shaped by the intersecting axes of race, class, sexuality, gender, and (dis)ability, and to apply intersectional approaches;
- ❖ Recognize and critically assess some of the major feminist approaches and debates across research, theory, and practice;
- ❖ Assess, both personally and analytically, the implications of feminist theory and practice in relation to our gendered material and everyday realities;
- ❖ Trace and critique how historical, political, and social factors impact the development of feminist theory, research practice, and culture as resistance;
- ❖ Improve oral and written communication;
- ❖ Augment proficiency in critical thinking, research, and analytical skills.

LAND ACKNOWLEDGMENT

UWO sits on the traditional lands of the Anishinaabeg, Haudenosaunee, Lenape and Attawandaron peoples “who have longstanding relationships to the region of southwestern Ontario and the City of London. In close proximity to Western, there are 3 local First Nations communities: the Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region of southwestern Ontario, there are 9 First Nations and a growing Indigenous urban population” (<http://indigenous.uwo.ca/universitywide/Indigenous%20Strat%20Plan%20-%20Draft%20V9.pdf>). It is vital to acknowledge Indigenous communities as the first and longest-standing stewards of Turtle Island. We know that anticolonial and decolonial work requires ongoing effort. (What Land Acknowledgements *mean* and *do* will be part of our discussion in class.)

STATEMENT ON GENDER-BASED AND SEXUAL VIOLENCE

“Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced gender-based or sexual violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts, [here](#). To connect with a case manager or set up an appointment, click: support@uwo.ca” – Western statement on GBSV

SUPPORT / SERVICES

We often deal with difficult topics in GSWS, and material can be triggering. If you’re struggling, please see that “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” – <http://www.uwo.ca/univsec/handbook/exam/courseoutlines.pdf>.

Please also consider the Post-Secondary Student Helpline as a resource: 1-866-925-5454, or, if in immediate crisis, 911 (but please note that *police* may be first responders -?!) or Telehealth Ontario at 1-866-797-0000 for support.

There will also be a health supports tab (“Trigger Support”) with further resources on our Owl home page. It is really, really important for you to reach out if you’re struggling. Remember that there is a lot of help/support here at Western, and we can assist in directing you to (further) resources if you’re not sure from the above. There is a list of more services after the “Course Policies” section in this outline.

ASSIGNMENT DESCRIPTION

Weekly Participation (10% of final grade) (5% per term)

This class involves student engagement in the learning process through active contributions to discussions and respectful listening in class. It is crucial to note that good participation is not the same as attendance alone. Students will be evaluated based on the quality and regularity of their contributions to class discussions. **But Please Note:**

We may at times have to cut discussion short during class to move ahead with other material. If you feel you haven’t been able to fully share your participation in any given week for this or other reasons, please feel welcome to email the course TA your contributions within 24h of the relevant lecture. These contributions can be considered toward your participation mark.

Self / Reflections 1 & 2: Worth 5% Each Term;

(3 pages each, not including Works Cited/References page, double spaced, 12-pt Times New Roman font)
These assignments are the same in terms 1 & 2, but apply respectively to each specific term's content:

Q: Using feminist theory/concepts from the term and a course reading as a starting point, reflect on the ways in which the feminist theory/concepts you take up provide insight and relevance (or not) to an experience you have had (and which you feel resourced to engage). How do these concepts/theory relate (or not) to your ability to understand and/or work through your experience? You should draw on 1-2 readings (your choice). Consider the meaning of experience as something you have directly experienced yourself or observed in relation to larger events.

Term 1: Flexible submission period (Friday, October 4-Friday, October 11)

Term 2: Flexible submission period (Tuesday, January 28-Tuesday, February 4)

Application Essay: Term 1; Worth 15% (7 pages, double spaced, not including Works Cited/References page; 12-pt Times New Roman font) - Flexible submission deadline (Tuesday, November 5- Tuesday, November 12)

This essay invites real-world application of theory -- a *doing* of theory on a topic of importance to you (but note that it needs to be one you can comfortably engage via course ideas and readings from this term).

Apply a major course concept, or a series of course concepts, from this term to a cultural object of your choosing (like a film, book, artwork, magazine, blog post, one TV episode, etc) OR apply the concept or concepts to an issue or controversy of your choosing that could benefit from feminist intervention -- from feminist theory and practice, that is . **Be sure to use your learning in the course – readings, lectures, video clips -- as substantively and specifically as you can, rather than superficially.** Outside sources are permitted but not required. Please cite using MLA or APA format (your choice).

Please see the statement on ChatGPT at end of this syllabus.

OR

Creative Project with Essay ('Art' + 5 pages, not including Works Cited/References page, 12-pt Times New Roman font) - Flexible submission deadline (Tuesday, November 5- Tuesday, November 12):

Create an art piece in any medium of your choosing (painting, sculpture, collage, poetry, dance, music, or-?) responding to something that has sparked you this term in relation to feminist theory and practice for change. In essay form, address the relationship between your work and course concepts. Be sure to draw on feminist theory we have studied this term, and at least one course reading, substantively.

Please cite using MLA or APA format (your choice).

Please see the statement on ChatGPT at end of this syllabus.

Application Essay: Term 2; Worth 15% (7 pages, double spaced, 12-pt Times New Roman font, not including Works Cited/References page) - Flexible submission deadline (Tuesday, March 11-Tuesday, March 18)

Unpack and critique the ways in which a problematic discourse (ie transphobia) has been studied in academe, how it figures in popular culture, and how it impacts people's everyday lives. Please keep your research as contemporary as possible (2021 and more recent). Students should design an action plan that

challenges the dominant discourse. This action plan could be a political policy, a political action (protest), an education program, a social media campaign, a community-based support group, a social support institution, or a combination of the above. Your plan could also go beyond the suggested strategies. The choice is yours! What does your action plan look like? Why have you chosen your approach? How might your plan help the cause? What challenges do you perceive? Why is this issue important? How might your plan impact people's lives? Please draw on three course readings to help support your essay. You will also need to conduct outside research and draw on two peer-reviewed academic articles for this essay. As in term one: All essays are to be typed, double-spaced, and stapled, using Times New Roman 12-point font. You are expected to use either MLA or APA standards for documentation. All assignments must have your name, the course name, the professor's name, the TA's name, and the due date on the first page, preferably in the upper left-hand corner. Do not use cover pages.

Please see the statement on ChatGPT at end of this syllabus.

Term 1 & 2 Exams; Worth 25% Each

Both exams in GSWS 2220E are based on the content for each specific term. They will be held in the Dec. and April exam periods, respectively. Each exam should only take students about 2 hours to complete. Format: each exam will consist of 2 sections: Part A - Short Answer and Part B - Longer Answer or an Essay.

An exam format will be given in each term closer to the time.

COURSE POLICIES

Course Prerequisites

GSWS 1020E, or 1.0 course from GSWS 1021F/G, GSWS 1022F/G, GSWS 1023F/G, GSWS 1024F/G. "Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

– UWO policy statement for outlines

Learning Environments and Email Policies

Participants enrolled in this class are expected to complete the required course readings, attend all class sessions, respectfully contribute to classroom activities and discussions, and complete course assignments on time. **You must use your Western (@uwo.ca) email address** when contacting us (instructors and/or TA). We will try to reply to emails within twenty-four hours during working hours in the work week. Please do not expect an immediate response. **Put the course code GSWS 2220E in the subject line of the email.** Be as specific as possible with your questions. Specific questions receive specific answers. Substantive queries might be better addressed during office hours and/or in person.

Technological Requirements

You may use electronics such as computers and smartphones for your learning. However, please be respectful and refrain from using your electronics for outside activity during class. Please have your telephones set to silent. Our learning environments (including online) should be respectful spaces. **You cannot use aids/devices** (other than as established in writing and formally from your AE counsellor) **during GSWS 2220E exams, "including electronic devices of any kind (e.g. calculators, cell phones and smart watches)."** – UWO policy statement for outlines

And Re: ChatGPT / AI

“ChatGPT and its various analogues are not ‘research help’ nor are they ‘grammar checkers.’ They produce text based on a predictive model as to what word is most likely to come next. When asked to cite ‘research,’ they have no capacity to do actual research, so they invent articles and books. You may find yourself citing a work whose author and title are complete fictions; more often, the AI attributes its imaginary research paper to a real scholar, but not necessarily one who even works in the area. Using a Generative AI app may seem like an easy way to manage your time or to simplify your workload, but if you use it without acknowledging that you are doing so, you are cheating. You are also depriving yourself of the value of education, since by using ChatGPT you are not building your own skills in critical thinking, research, or communication, all of which are areas of significant interest to potential employers. In brief, if you use a Generative AI app to help with your assignment, you **must** identify every part of your assignment that you did not write yourself. Anything else is a violation of academic integrity and subject to all the same penalties as more traditional types of plagiarism. If ChatGPT use is suspected, you may be asked to show your rough work, to answer questions about your sources and your research process, and to explain your argument orally”

– Original emphasis; 2024 GSWS Dept Handbook wording on ChatGPT

Please don’t rush your work – *and do not cheat!*

NOTE: You cannot submit assignments in GSWS 2220E completed for other courses.

Submitting Work, and Academic Consideration:

Students should visit and become familiar with the Policy on Academic Consideration (Undergraduate Students in First Entry Programs) at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf. Please note the student absence portal reporting/request tool for temporary absences is located here: https://registrar.uwo.ca/academics/academic_considerations/index.html; the site explains requirements and allowances in relation to missing course components due to extenuating circumstances.

Flexible submission deadline statement - Self-Reflection Papers (Terms 1 and 2) and Application Essays (Terms 1 and 2)

“When a student receives academic considerations or academic accommodations which overlap with the built-in flexibility of the assessment, the longest period of accommodation will determine the deadline. The built-in flexibility of the assessment should not be taken to extend any considerations or accommodations”

– UWO policy statement for outlines

And yet....“Please note that because the submission deadline for these assessments already includes flexibility in the form of a submission period, the instructor reserves the right to deny academic consideration for assignments which are submitted following the end of the period of flexibility”

– UWO policy statement for outlines

**Self-Reflection 2 submissions will not be accepted even with academic consideration following:
Tuesday, February 11, 2025**

**Application 2: submissions will not be accepted even with academic consideration following:
April 1, 2025**

Late Penalty

You are expected to submit each written assignment to Turnitin (via Owl Brightspace) by the deadline indicated. "Should extenuating circumstances arise, students do not need to request Academic Consideration and they are permitted to submit their assignment **during the flexible assignment deadline** without a late penalty. Should students submit their assessment beyond the **flexible assignment deadline**, a late penalty ... will be applied." – UWO policy statement for outlines

In GSWS 2220E, the late penalty after the flex deadline is **2% per day**.

Exams:

"Supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. **December and April exams**).” Please note that if you miss an exam in GSWS 2220E you are required to have permission from the Dean of your Faculty (in consultation with the instructor and Department Chair) to write a makeup exam (called a “Special Examination”). “Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).”

-- Arts and Humanities Associate Dean-Academic Direction for Instructors, 2024

Anyone who misses multiple exams within an exam period especially should see the 2024-25 Academic Calendar ([Special Examinations](#)),

Students granted a Special Exam sitting in GSWS 2220E from their Dean should note the following:

- **Make-Up Mid-Term Friday, January 10, 2025 (exact time and location TBD)**
- **Make-Up Final Exam, April/May (exact time, day, location TBD)**

More information about missed coursework (verbatim from UWO Senate Policy – UWO policy statements for outlines):

“Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar:

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/academicconsiderationSep24.pdf>

This policy does not apply to requests for academic consideration submitted for **attempted or completed work**, whether online or in person. The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult: [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar’s webpage:

<https://registrar.uwo.ca/academics/academicconsiderations/>

All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

All academic consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows

students to make one Academic Consideration request **without supporting documentation** in this course.” (Again: please note this exemption does not apply to 2220E exams.)

Policy on Accommodation for Religious Holidays

You can review the [policy for Accommodation for Religious Holidays](#): “Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm”

– UWO policy statement for outlines

Academic Accommodation and Accessible Education

“Academic Accommodation is ‘a means of adjusting the academic activities associated with a course or program of student in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program’

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/Academic%20Accommodationdisabilities.pdf>.

Students with disabilities are encouraged to register with **Accessible Education** at the earliest opportunity. ‘Accessible Education plays a central role in Western's efforts to ensure that its academic programs are accessible for all students’ <http://academicsupport.uwo.ca/accessibleeducation/index.html>”

— Arts and Humanities Associate Dean-Academic Direction for Instructors, 2024

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 website:

<http://www.uwo.ca/univsec/pdf/academicpolicies/appeals/scholasticdisciplineundergrad.pdf>”

– UWO policy statement for outlines

Turnitin

“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 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 licencing agreement currently between the University and Turnitin.com”

– <https://elearningtoolkit.uwo.ca/tools/TurnItIn.html>

Plagiarism

Plagiarism constitutes a serious academic offense. “Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offense Policy in the Western Academic Calendar). Plagiarism checking: The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their work in electronic form for plagiarism checking” – UWO policy statement for outlines

If you have any questions about what constitutes plagiarism, please contact your TA and/or instructor. *See the statement on use of Chat GPT/AI earlier in this outline.*

Again, you cannot submit assignments in GSWS 2220E completed for other courses.

Grade Concerns:

Please review the Gender, Sexuality, and Women's Studies grading criteria at the end of the Support Services section below. If you have questions about comments or your grade on an assignment, please re-review the criteria in relation to the assignment requirements and your marker's feedback **prior to** requesting a meeting for discussion. If then you still have questions about your grade, please directly contact the person (Professor or TA) who marked your assignment to schedule a meeting. This requires you wait a minimum of 24 hours after receiving your grade for such a request.

SUPPORT SERVICES

All information in quotation marks below comes verbatim from UWO statements for course outlines:

Academic Advising

Your Home Faculty's Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here:

<https://registrar.uwo.ca/facultyacademiccounselling.html>

Mental Health Support

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Gender-Based and Sexual Violence

[We think this info on GBSV (and on mental health support, as above) is so important it's worth repeating in our outline!]

Western University [is committed to reducing incidents of gender-based and sexual violence](#) (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: <https://www.uwo.ca/health/studentsupport/survivorsupport/get-help.html>. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Learning Development and Success

Counsellors at the Learning Development and Success Centre <https://learning.uwo.ca> are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

USC

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>."

GSWS GRADING CRITERIA

A+ (90 to 100)*One could scarcely expect better from a student at this level***A (80 and up) Superior work which is clearly above average**

- Challenging and specific thesis that is clearly developed
- Correct and interesting sentence structure
- Sophisticated writing style
- Appropriate documentation
- Quotations well integrated into the text, with proper documentation
- Evidence of originality or independence of thought
- Provision of strong analysis
- Complexity, and subtlety in approach to subject
- Well-organized with a logical development of the argument

B (70 to 79)*Good work, meeting all requirements, and eminently satisfactory*

- Clear development of a specific thesis, with proper paragraphs
- Correct sentence structure
- Adequate documentation
- Allowance for some (minor) problems such as:
 - errors in factual content or interpretation
 - some minor errors in terminology or general writing skills
 - occasional lapses in clarity, including vagueness, incompleteness, flaws in structure
- Provision of some analysis

Note: A grade in the range of 75-79 indicates an essay that borders on an A but has some significant flaw that prevents giving out the higher grade.

C (60 to 69)*Competent work, meeting requirements*

- Generally correct but tends to provide more description than analysis
- Tends to be too general or superficial in the handling of material
- Weaknesses in argument including a descriptive thesis, a mechanical approach, lack of adequate evidence, documentation, or support
- Problems with grammar or matters of style
- Simplicity of thought, structure, or expression

D (50 to 59)*Fair work, minimally acceptable*

- Does not provide an argument or a line of thought
- Major difficulties with logical structure, and expression of ideas
- Topic has not been thought through
- Errors of grammar and diction interfere with understanding
- Over-generalization with inadequate support, evidence, or documentation

F (49 and down)*Fail*

- Assignment submitted does not apply to course

- Basic requirements of the assignment are not met
- Plagiarism with intent to deceive (to be handled by the department)**

LET'S HAVE A WONDERFUL YEAR TOGETHER!

COURSE CONTENT TERM 1 WITH PROFESSOR VERWAAYEN

September

I. INTRODUCTION: Feminist Theory, Feminist Practice The Matter of Theory and Why Theory Matters

10: Welcome, Introductions, & Course Overview:

Dr. K.J. (Kim) Verwaayen, Dr. Lauren Auger, & Kat Newman

Terms and relations: 'feminist,' 'theory,' 'practice'; 'On the usefulness of theory';

Thinking about action and actioning thought; *Thinking critically about thinking critically*

17: Cont'd: 'On the usefulness of theory'; Language, Voice, Feeling, Power, Change

bell hooks, "Theory as Liberatory Practice";

Sara Ahmed, "Feminist Killjoys (And Other Willful Subjects)";

Intersectionality: Debates & 'After'maths – The Traveling of Theory-Practice: Jennifer Nash, "A Response to Sara Ellen Strongman's 'Feeling Black Feminism, Otherwise : A Review of Jennifer Nash's *Black Feminism Reimagined: After Intersectionality*'";

Discussion: Who Speaks? To/With/For Whom? With What Impact? Who Benefits?

Discuss Self / Reflection Assignment

24: Feminist Theory & Practice / Theory-Practice in the Academy – and Beyond

Mari Matsuda, "Introduction" from *Where Is Your Body?*;

Dian Million, "There is a River in Me";

Anne Godlewska et al., "Terminology" and "Executive Summary" from *What Queen's Students Know About Indigenous Realities in Canada*

Knowing Differently is *Doing* Differently:

Guest Speaker!! Olivia Couchie, Nipissing First Nation, & GSWS M.A. Student (3:00 pm);

Recommended but NOT required:

Eve Tuck, "Suspending Damage: A Letter to Communities";

Jessica Yee: "The Feminist Academic Industrial Complex";

Discussion: What does real, agentic representation and self-representation *look* like?

Discussion: Eve Tuck's "Letter to Communities" on *damage-centred narratives versus desire-driven research*

II. FEMINIST RE(-)PRESENTATION

October

01: Feminism and the Power of The Gaze [Feminist In(ter)ventions in the Visible]

The female nude in art history and resistance: Slide show & discussion: the “ideal form”;

Artlex/Dea Cvetkovic, “Feminist Art Movement: Definition, History, and Artwork”;

Julia Antivilo Peña, Mónica Mayer, and María Laura Rosa. “Feminist Art and ‘Artivism’ in Latin America: A Dialogue in Three Voices”;

Selections from Lorraine O’Grady, “Olympia’s Maid: Reclaiming Black Female Subjectivity” (only the first 3.5 pages, to “true-true name”)

Recommended but NOT required: Vanina Serra, Mónica Enríquez, and Ruby Johnson. “Envisioning Change Through Art: Funding Feminist Activists for Social Change”;

In conversation: the work(s) of Faith Ringgold, and Kara Walker

Discussion: How/Is Art Activism? Activism?

08: Self / Reflection Due! And Cont’d: Feminism, Anti-Colonialism, and Art as Protest:

M. Melissa Elston, “Subverting Visual Discourses of Gender and Geography: Kent Monkman’s Revised Iconography of the American West”;

Fall Reading Week Oct 12-20 : Rest Up, Catch Up!

III. EMBODIMENT/IDENTITY/INTELLEGIBILITY

22: Feminist Jurisprudence, and Feminist Practice of Law

Guest Speaker!! Mesha Donaldson, Partner, Tandem Law

Mari Matsuda, “When the First Quail Calls: Multiple Consciousness as Jurisprudential Method”;

Case Law, “Alvarez v. Alvarez”;

Recommended but NOT required:

Genevieve Painter, “Feminist Legal Theory”;

Amna Akbar, “Law’s Exposure: The Movement and the Legal Academy”

29: In/Visible Bodies and Materializing Dis/Ability

Rosemarie Garland-Thomson, “Misfits: A Feminist Materialist Disability Concept”;

Laura Jaffee and Kelsey John, “Disabling Bodies of/and Land: Reframing Disability Justice in Conversation with Indigenous Theory and Activism”

November

05: Last Day to Submit Application Essay #1 on Owl

Feminist interventions in ... Feminism: (More) Bodies that Matter:

Summary/Overview of Judith Butler’s work: Anna Szorenyi, “Judith Butler: their philosophy of gender explained” @

<https://theconversation.com/judith-butler-their-philosophy-of-gender-explained-192166>

Judith Butler, Excerpt from “Introduction: Acting in Concert”;

Read any 1 (your choice) of Judith Butler, “Subjects of Sex/Gender/Desire” OR Judith Butler, “Conclusion: From Parody to Politics” in *Gender Trouble* OR Judith Butler, “Introduction” from *Bodies that Matter* (This is tough reading. Don’t expect to get everything Butler is saying. Do your best. We’ll distill the major ideas together in class);

We’ll review in class: Hannah McCann at BinaryThis, “Judith Butler Explained With Cats”

Discussion: Butler’s work in/on *Precarious Life*;

Discussion: Bathroom signs & bathroom laws

If time permits: Watch in class: Film - Tara Mateik and the Sylvia Rivera Law Project, *Toilet Training*

12: Cont’d: More Gender Trouble; Queering Theory/Queer Theory

Meg-John Barker and Julia Scheele, *Queer: A Graphic History*;

Discussion: How do we queer, for example, education? How do we *do* QT in the classroom, & ... more widely?

19: On the Joy/Politics of Drag

Guest Speaker & Performance!! Our Own Kat Newman-Seymour (a.k.a “Mx. Marx”)

Readings TBA (We will give plenty of notice) &

Drag Performance by Mx. Marx!

IV. FEELING FEMINISM

26: Circling ‘Round: *Feeling Differently is Doing Differently?* Affect Theory, Sticky Connections

Summary / Overview: Skim-read Polly Hember, “What is Affect Theory?”;

Linda Åhäll, “Affect as Methodology: Feminism and the Politics of Emotion”;

Aimee Carrillo Rowe and Francesca Royster, “Loving Transgressions: Queer of Color Bodies, Affective Ties, Transformative Community”;

Recommended but NOT required: Esther O. Ohito and Keffrelyn D. Brown, “Feeling Safe from the Storm of Anti-Blackness: Black Affective Networks and the Im/possibility of Safe Classroom Spaces in Predominantly White Institutions”

Group Work: Selected poems by Chrystos: “I Am Not Your Princess,” “I Walk in the History of My People,” “The Building for Public Safety,” & “Double Phoenix”

December

03: Strategies: Sara Ahmed, “Conclusion 1: A Killjoy Survival Kit”;
Exam Review!

Term 1 Exam TBA in December Exam period (Dec. 9-22, TBA)

Good luck!

COURSE CONTENT TERM 2 WITH PROFESSOR AUGER

Week 1: Knowing, Positionality, and Feminist Practice

Tuesday, January 7

Epistemologies. In W.K. Kolmar and F. Bartowski, eds. *Feminist Theory: A Reader*, 3rd ed., 37-39. New York, NY: McGraw-Hill.

Lorde, Audre (1989). The Master's Tools Will Never Dismantle The Master's House. *Sister Outsider: Essays and Speeches*. Berkeley, CA: Crossing Press, 2007. 110-114.

Collins, P.H. (1986). Learning From the Outsider Within: The Sociological Significance of Black Feminist Thought. *Social Problems* 33(6), S14-S32.

Week 2: Writing Emotion and Embodied Knowledge

Tuesday, January 14

Campbell, M. (1973). *Half-Breed*. Toronto, ON: McClelland and Stewart. (pp. 1-15).

Griffin, R.A. (2012). I Am an Angry Black Woman: Black Feminist Autoethnography, Voice and Resistance. *Women's Studies in Communication* 35, 138-157

Phipps, A. Whose Personal is More Political? Experience in Contemporary Feminist Politics. *Feminist Theory* 17(3), 303-321.

Week 3: Indigenous Ways of Knowing- Challenging the Academy

Tuesday, January 21

Million, D. (2009). Felt Theory: An Indigenous Feminist Approach to Affect and History. *Wicazo Sa Review* 24(2), 53-76.

Shukla, Shailesh. The Odyssey of Oral History Interviewing in Community-Based Action Research : Exploring Indigenous Knowledges and Food Sovereignty in Fisher River, Manitoba, Canada . SAGE Publications, 2014. 1-14.

Lewis, Diana, et al. Increasing Response Rates on Face-to-Face Surveys with Indigenous Communities in Canada: Lessons from Pictou Landing. *Progress in Community Health Partnerships*, vol. 10, no. 2, Johns Hopkins University Press, 2016, pp. 197–205, doi:10.1353/cpr.2016.0021.

Week 4: Why Culture Matters

Tuesday, January 28

Wallach Scott, Joan. The Evidence of Experience. *Feminist Approaches to Theory and Methodology: An Interdisciplinary Reader*. edited by Sharlene Hesse-Biber, Christina Gilmartin, and Robin Lydenberg. Oxford, University Press, 1999

Goblet, Margot, and Fabienne Glowacz. “Slut Shaming in Adolescence: A Violence Against Girls and Its Impact on Their Health.” *International Journal of Environmental Research and Public Health*, vol. 18, no. 12, 2021, p. 6657–, <https://doi.org/10.3390/ijerph18126657>.

Palmer du Preez, Katie, et al. “Women in Gambling Studies: a Poststructural Analysis.” *Addiction Research & Theory*, vol. 29, no. 4, Taylor & Francis, 2021, pp. 327–37, doi:10.1080/16066359.2020.1840559.

Week 5: Voices from the Past- Implications for the Future

Tuesday, February 4

Summerfield, Penny. Gender, Memory, and the Second World War. *Reconstructing Women's Wartime Lives : Discourse and Subjectivity in Oral Histories of the Second World War* . Manchester University Press, 1998. 1-43

Pattinson, Juliette. “ ‘The Thing that Made Me Hesitate’ Re-examining Gender Intersubjectivities in Interviews with British Secret War Veterans.” *Women's History Review*, 20 (2) 2011, 245-263.

Davis, Angela. “Belonging and ‘Unbelonging’: Jewish Refugee and Survivor Women in 1950s Britain.” *Women's History Review*, vol. 26, no. 1, 2017, pp. 130–46, <https://doi.org/10.1080/09612025.2015.1123028>.

Week 6: Discourses and Popular Culture

Tuesday, February 11

Wohlwend, Karen E. “Damsels in Discourse: Girls Consuming and Producing Identity Texts Through Disney Princess Play.” *Reading Research Quarterly*, Received June 24, 2008; Accepted July 15, 2008, vol. 44, no. 1, Blackwell Publishing Ltd, 2009, pp. 57–83, doi:10.1598/RRQ.44.1.3.

Navarro-Remesal, Victor. “Gender, Sex and Romance in Role Playing Video Games: Dragon's Dogma, Fable III and Dragon Age: Inquisition.” *Catalan Journal of Communication & Cultural Studies*, vol. 10, no. 2, Intellect, 2018, pp. 177–91, doi:10.1386/cjcs.10.2.177_1.

Beale, Katie, et al. “Deconstructing ‘real’ Women: Young Women's Readings of Advertising Images of ‘plus-Size’ Models in the UK.” *Feminism & Psychology*, vol. 26, no. 3, SAGE Publications, 2016, pp. 378–86, doi:10.1177/0959353516639616.

Week 7: Cont'd; Feminist Film Theory and Looking Differently

Guest Lecturer Dr. K.J. (Kim) Verwaayen

Tuesday,

February 25

Tilakaratne, Wishka. “Here's How Laura Mulvey Changed Film Theory With the Male Gaze.” *MovieWeb*, 26 June 2022, <https://movieweb.com/laura-mulvey-changed-film-theory/>. Accessed 31 April 2022.

Discussion (if time permits): Greta Gerwig's *Barbie* (2023);

Shimizu, Celine Parreñas and Helen Lee, "Sex Acts: Two Meditations on Race and Sexuality."

Signs: Journal of Women in Culture & Society, 30.1 (2004): 1385-140.

Discussion (if time permits): Daniel Kwan and Daniel Scheinert's *Everything Everywhere All at Once* (2022)

Recommended but NOT required:

Laura Mulvey, "Visual Pleasure and Narrative Cinema";

bell hooks, "The Oppositional Gaze"

Week 8: Health and Politics

Tuesday, March 4

Lupton, D. (2015). Quantified Sex: A critical analysis of sexual and reproductive self-tracking using apps. *Culture, Health and Sexuality* 17(4), 440-453.

Rivlin, Katherine, et al. "'They Were There Because They Were Pregnant. Which Is a Really Apolitical thing'—Medical Student Discussions of Politics in Abortion Care in the United States." *Contraception* (Stoneham), vol. 120, 2023, pp. 109922–109922, <https://doi.org/10.1016/j.contraception.2022.109922>.

Park, Benjamin C., et al. "Increasing Criminalization of Gender-Affirming Care for Transgender Youths—A Politically Motivated Crisis." *JAMA Pediatrics*, vol. 175, no. 12, 2021, pp. 1205–06, <https://doi.org/10.1001/jamapediatrics.2021.2969>.

Week 9: Feminist Work Matters

Tuesday, March 11

Achebe, N. (2002). Getting to the Source: Nwando Achebe – Daughter, Wife, and Guest: A Researcher at the Crossroad. *Journal of Women's History* 14(3), 9-31.

Perry, K.K. (2012). State Violence and the Ethnographic Encounter: Feminist Research and Racial Embodiment. *African and Black Diaspora: An International Journal* 5(1), 135-154.

Week 10: Global Feminisms and Migration

Tuesday, March 18

Hundle, Anneeth Kaur, et al. "What Is the Transnational in Transnational Feminist Research?" *Feminist Review*, vol. 121, no. 1, SAGE Publications, 2019, pp. 3–8, doi:10.1177/0141778918817525.

Mary Chamberlain, "Gender and Narratives of Migration," *History Workshop Journal* 43 (1997) <http://www.popline.org/node/527170>

Lawson, Erica. 2013. The Gendered Lives of Seven Jamaican Women in Canada: A Story about Here and There in a Transnational Economy. *Feminist Formations*, 25(1): 138-156.

Week 11: Queering the Academy

Tuesday, March 25

Ahmed, Sara. Introduction Hearing Complaint. *Complaint*. Duke University Press. 2021.

Anne Tagonist (2009). Fuck You and Fuck Your Fucking Thesis: Why I will not participate in trans studies. @ <http://tagonist.livejournal.com/199563.html> or <https://www.scribd.com/document/100835196/Anne-Tagonist-Fuck-You-and-Your-Fucking-Thesis>

Quathamier, Natalie (Nat), and Phillip Joy. “Being in a Queer Time: Exploring the Influence of the COVID-19 Pandemic on LGBTQ+ Body Image.” *Nutrition & Dietetics*, 2021, pp.1-11. doi:10.1111/1747-0080.12699.

Week 12: Feminism in Action

Tuesday, April 1

Edell, Dana, et al. “Bridges, Ladders, Sparks, and Glue: Celebrating and Problematizing ‘Girl-Driven’ Intergenerational Feminist Activism.” *Feminist Media Studies*, vol. 16, no. 4, Routledge, 2016, pp. 693–709, doi:10.1080/14680777.2016.1193298.

Exam Review

BEST WISHES, ALL!