

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation. The University of Manitoba is committed to a renewed relationship and dialogue with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, and reciprocity. This commitment and these principles will frame our course, and we will explore aspects of the colonial history that led us to the present moment. An understanding of what took place on the territory we now inhabit is necessary to decolonized relationships among Indigenous and non-Indigenous peoples and lands.

Table of Contents

Course Description: Or, Is This Course for You?	3
Course Goals	3
Intended Learning Outcomes	3
Course Evaluation	4
Due Dates and Assignment Values	4
Expectations for Assignments	4
Extensions and Late Submissions	4
Style Guidelines	5
Religious Holidays and End-of-Term Work	5
Grading Scheme and Academic Integrity	5
Course Materials	5
Course Technology	6
Copyright Statement	6
I Expect You To...	7
You Can Expect Me To...	7
Class Schedule	8
U of M Student Rights, Responsibilities, Services and Supports	12
Assignment Descriptions	13
1. Connection Presentation (in pairs)	13
2. Response Papers	14
3. Feminist Theory in Action Project	15
4. Revised Feminist Theory in Action Project	15
5. Feminist Theory in Action Q&A	16
6. In-Class Test	16
Discussion Starters	16
Connection Presentation Rubric	17
Response Paper Rubric	18
Feminist Theory in Action Project Rubric	19
Revised Feminist Theory in Action Project Rubric	20
Feminist Theory in Action Q&A Rubric	21

Course Description: Or, Is This Course for You?

This is the description of Feminist Thought from the U of M course catalogue: “A survey of the varieties of historical and contemporary feminist ideas.” Now here is my take: This course provides a framework for understanding main trajectories in historical and contemporary feminist thought, and creates the opportunity for you to engage critically and creatively with a variety of feminist ideas. If you enjoyed and were challenged by Introduction to Women’s and Gender Studies in the Humanities and/or Social Sciences, this course is for you!

Course Goals

My hope is that taking the course will make you want to read more feminist writing and to use feminist thought to make sense of yourself, your communities and our shared world, as well as to engage actively in that world. I also hope that this course facilitates the development of your critical thinking, close reading, convincing writing, active listening and thoughtful speaking skills. Feminists have thought about pretty much everything—from classrooms to courtrooms, from dogs to drag kings, from the future of the earth to the future of feminism, from labour laws to land claims, from racism to reproductive freedom... (you get the idea)—and it would be impossible to cover all this thinking in one course, or in one lifetime. This course aims to examine main currents in feminist thinking over time, and to provide you with the tools you need to analyse, apply and create feminist thought. While focusing on central concerns of feminist thought, the course also recognizes that feminist thinking changes over time and that feminists have, and have always had, diverse perspectives. The “POWER” image above provides you with a framework for comprehending feminist thought in all its variety, and we will structure the course according to this image/framework, returning to its key concepts regularly. While not all feminist thinkers agree, for example, on the precise role of personal experience (the “E” in “POWER”) in creating theory, most agree that we must take experience seriously in making sense of our world. Similarly, not all feminist thinkers agree on how power (“POWER”) works to privilege some ways of knowing and acting in the world over others. Many argue that systems of oppression (the “O” in “POWER”) based on gender, race, sexuality, ability, and class interlock in complex ways and work to value some identity categories over others. In spite of differences in the perspectives of feminist theorists, however, most if not all agree that the purpose of feminist thought is not merely to understand the world (though this is an important component of it), but to change the world. In that sense, feminist theory is always “in action,” as it aims to fuel and be a part of social change. Feminists insist that the world needs to change because relationships among humans and between humans and the non-human world are unjust. They/we think, write and work with the belief that a different, kinder, more socially and environmentally just world is possible.

Intended Learning Outcomes

By the end of the course, students should be able to:

- find and explain examples of feminist theory “in action”
- interpret and analyse feminist thought
- develop and communicate your own well-informed feminist thought

Course Evaluation

I will evaluate your learning in the course in different ways to give you, as individuals with diverse learning styles, the opportunity to excel. Please submit hard copies of assignments at the beginning of class on their due dates. Detailed information about each assignment is contained below in the syllabus starting on page 13. **Please note that you must hand in all assignments to complete the course.**

Due Dates and Assignment Values

Due Date	Assessment Tool	Value of Final Grade
one class during the semester (will sign up in class Sept. 13)	Connection Presentation (in pairs)	10%
October 2	Response Paper 1	10%
October 16	Response Paper 2	15%
November 8	Feminist Theory in Action Project	20%
November 22	Revised Feminist Theory in Action Project	20%
November 27 and 29	Feminist Theory in Action Q&A	5%
December 6	In-Class Test	20%

Expectations for Assignments

Please submit hard copies of assignments at the **beginning** of class on their due dates. Please double-space all written assignments and print them in standard 12-point font with regular (approx. 1 inch) margins. Include your name and the assignment's title at the top of the paper. (No separate title pages are necessary.) I encourage you to print on both sides of the paper and to use recycled paper. I will accept only hard copies of assignments; no electronic copies please.

Extensions and Late Submissions

I will consider offering you a different due date for one of your response papers if you talk with me about it as least two weeks before the due date and have a good reason for asking. If you change due dates, you will need to focus on the readings for the changed due date rather than on the readings assigned for the original due date. Because of the character of the other assignments, there is not a lot of room for flexibility of due dates. That said, I understand that life happens. The key here is to talk with me as early as possible so that we can make a plan. Outside of plans we may make together, any assignments received later than the due date without a documented reason (due to illness, death in the family or a religious obligation, for example) will be penalized 5% per day that they are late to a maximum of one week late. For example, a grade of 70% (B) would change to a grade of 60% (C) if it were two days late. I will not accept assignments handed in more than one week late.

Style Guidelines

Please write analytically (rather than descriptively) and clearly, using proper citations, including a bibliography. Writing tutors can work with you to develop your analytical writing skills. A tutoring appointment focused on analytical writing will be most productive if you bring a draft or partial draft of your work. (See below, “Academic Learning Centre.”) You may use Chicago, MLA or APA style, whichever you prefer. For help with various styles, click on <http://libguides.lib.umanitoba.ca/c.php?g=298327&p=1988627>.

Religious Holidays and End-of-Term Work

The University recognizes the right of all students to observe recognized holidays of their faith which fall within the academic year. Please notify me at least three weeks in advance of any accommodation you will need for religious reasons.

Any term work that has not been claimed by students will be held for four months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures of disposal.

Grading Scheme and Academic Integrity

A+ Exceptional (90–100%)	C+ Satisfactory (65–69%)
A Excellent (80–89%)	C Adequate (60–64%)
B+ Very good (75–79%)	D Marginal (50–59%)
B Good (70–74%)	F Failure (less than 50%)

Final grades subject to review by the program. If you have questions about your grades, please talk to me. There is a process for term work and final grade appeals. Note that you have the right to access your final examination scripts. See the Registrar’s Office website for more information, including appeal deadline dates and the appeal form: <http://umanitoba.ca/registrar/>.

You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Visit the Academic Integrity Site for tools and support: <http://umanitoba.ca/academicintegrity/>. Arts-specific information is available here: http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities.html. Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them. The Faculty of Arts also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism. FYI (and, YES, this is meant to scare you away from plagiarism!), the minimum penalty for plagiarism on a written assignment is F on the paper and may result in F-DISC (discipline) in the course. This notation appears on a student’s transcript. For repeat violations, this penalty can also include suspension from the Faculty of Arts for a period of up to 1 year.

Course Materials

There are a number of required readings for the course, including one book, which is available at the university bookstore. It is:

Anderson, Kim, Maria Campbell and Christi Belcourt, eds. *Keetsahnak: Our Missing and Murdered Indigenous Sisters*. Edmonton: University of Alberta Press, 2018.

I chose this brand-new book because it is edited by prominent Indigenous feminist scholars and artists, and because it allows us both to grapple with relationships between feminism and decolonization, and to consider the strengths and limitations of some of the feminist scholarship we will study in the course.

The other required readings for the course are available on UM Learn, clearly marked by the date we will read the article, the author's name, and the beginning of the article title. The information on UM Learn about readings corresponds with the class schedule below, where you will find a list of what we will read for each day of class. If you are having trouble accessing course materials, please let me know as soon as possible so that I can help you solve the problem. Please bring copies of the readings required for each week to class that week. During class, we will engage in consistent close readings of article passages.

Course Technology

I am considering a laptop ban for our class, but this will be up for discussion on the first day of class, when we will also talk about why I am considering such a ban. If we do decide to ban laptops, we will also figure out a way to ensure that we have access to reading materials in class.

The research shows you cannot text and consider feminist thought at the same time. Please make sure your phones are silent and away from you and your desk for the duration of class. If there is some emergency and you need to have your phone with you, please let me know before class begins and please leave the class (rather than checking your phone in class) if you need to deal with what is going on. My expectation is that we will all try to be present in the classroom and to keep away from devices that take us away from one another and from our course content.

I will occasionally communicate with you as a class through UM Learn and/or by email. The U of M requires that you have an official university email account and that I use that account to communicate with you. Please make sure your U of M email account is activated. Thanks! For help in activating your U of M email account and claiming your UMnetID, see <http://umanitoba.ca/ist/accounts/claimid.html>.

Copyright Statement

In the interest of creating a respectful learning environment as well as to protect intellectual copyright, I do not allow audio or video recording of course lectures or presentations in any format, openly or surreptitiously, in whole or in part, without my prior permission. If you would like to record any part of the course, please see me during my office hours and we will talk about it. Please be ready to explain what specifically you would like to record, for what reason (for example, so that you can listen again to a specific lecture to make sure you got all the important information), and what you plan to do with it afterwards (for example, delete it). Also, please keep in mind that the University of Manitoba and I hold copyright over the course materials, including the syllabus, lectures and slides, that form part of this course, and that course materials (both paper and digital) are meant only for your private study and research.

I Expect You To...

- prepare for each class by having your assigned readings complete. Many of the readings for this course are challenging; please give yourself ample time to read and digest the course materials before class. I do not expect you to understand or to agree with everything you read, but I do expect you to...
- be prepared to discuss what you have read and to share your thoughts and ideas in class orally and in writing. Much of our class time will be spent in small- and large-group discussions and we will have in-class writing assignments. The success of the class will depend on your active engagement in it as talkers and as listeners.
- bring to class questions you have about your readings and/or key concepts you think we need to explore. Sometimes the best thing you can bring to class is a good question, and we will do our best to find answers through our class discussions. I have included a list of discussion starters on page 16 of the syllabus. It is meant to provide you with a way into thinking about course materials. If you find yourself stuck on or thoroughly confused by a reading, try answering a few discussion starters.
- listen respectfully to what your peers and I have to say. Respectful listening means trying your best to grasp what others are saying and engaging with their ideas. It means focusing on the speaker rather than on thinking about what you might want to say next or on what someone else is doing beside you. We are all going to be “trying on” ideas in this class, and I hope that together we can create an atmosphere where we feel comfortable practising new ideas without fear of recrimination. Let’s challenge each other without damaging each other.
- treat everyone, including yourself, with respect, kindness and patience.
- challenge yourself in this course. This will mean different things to each of you. To some it will mean speaking more than usual, while for others it will mean listening more than usual or aiming to be on time for each class. I’d appreciate it if you took a few moments now, as you’re reading over the syllabus, to think about what challenging yourself in this course might mean for you. Aim to challenge yourself at least once per class.
- have your cell phones (and laptops?!) put away. (See above section called “Course Technology.”)
- attend class for the whole class. (It’s pretty hard to fulfill the other expectations unless you’re in class, and it’s disruptive to others if you come late or leave early.)

You Can Expect Me To...

- start class on time and be generally cheerful and enthusiastic about the material and about teaching.
- be prepared for each class by planning our time in a way that facilitates your learning. My teaching strategies will vary depending on the readings and on your learning styles, and I am always open to suggestions about what you might find helpful for your learning.
- be available to meet with you during my office hours as well as for 15 minutes after each class. If you are unable to come to my office hours, please email me to set up an alternative time to meet. Be sure to contact me at least 3 days before you’d like to meet, as this will allow us to schedule a time that does not conflict with events in your life or my other duties as a faculty member, for example meetings, workshops, research, and lectures.
- return graded material to you in a timely fashion with comments designed to help you improve the quality of your work. By “timely fashion,” I mean that I aim to have all written work back to you within two weeks of your handing it in, but I guarantee that it will be returned within three weeks of your handing it in.
- treat you with respect, kindness and patience.

- challenge myself in this course. For me, this means doing my very best to facilitate your learning, including listening and responding to your ideas and suggestions. It also means remaining open to having my ideas challenged and my mind changed by you.
- attend class for the whole class. (It's hard to hold up my end of the bargain if I'm not there.)

Class Schedule

This schedule is subject to change at my discretion and/or based on your learning needs. We will discuss any change to the schedule in class and I will post it on UM Learn at least two days before the change comes into effect.

Date	Class Content	Required Readings	Evaluation/Action
Sept. 6 (Thurs.)	Introduction to course, syllabus and one another		
Sept. 11 (Tues.)	<i>feminist thought</i> (What makes thinking feminist?)	Treichler, Paula and Cheri Kramarae. "Feminism." In <i>Feminist Theory: A reader</i> (third edition), eds. Wendy K. Kolmar and Frances Bartkowski, 7–11. New York: McGraw-Hill, 2010.	
Sept. 13 (Thurs.)	feminist <i>thought</i> (What is theory in general, and feminist theory in particular? How does it relate to the POWER image?)	Bromley, Victoria L. "How Do I Know What I Know?: Epistemology and Theory." In <i>Feminisms Matter: Debates, Theories, Activism</i> , 37–46. Toronto: University of Toronto Press, 2012.	presentation sign-up day
Sept. 18 (Tues.)	origins? (What do you notice about the positions of women in these two narratives? What does Wollstonecraft challenge and why?)	"The Changing Woman" and Wollstonecraft, Mary. Excerpts from <i>A Vindication of the Rights of Woman</i> . <i>Feminist Theory: A reader</i> (third edition), eds. Wendy K. Kolmar and Frances Bartkowski, 60–64. New York: McGraw-Hill, 2010. Truth, Sojourner. "Ain't I a Woman?" Speech delivered at the Women's Rights Convention in Akron, Ohio, 1851.	

Date	Class Content	Required Readings	Evaluation/Action
Sept. 20 (Thurs.)	contexts (How was first-wave British feminism implicated in imperialism? Why is it important to consider feminist theory an object of analysis as well as a tool for change?)	Burton, Antoinette. "Female Emancipation and the Other Woman." In <i>Burdens of History: British Feminists, Indian Women, and Imperial Culture, 1865–1915</i> , 63–96. Chapel Hill: University of North Carolina Press, 1994.	
Sept. 25 (Tues.)	the "W" of POWER (How does de Beauvoir's writing challenge and build on what came before her?)	de Beauvoir, Simone. "Biological Data." In <i>The Second Sex</i> (originally published in 1949), trans. Constance Borde and Sheila Malovaney-Chevallier, 21–49. London: Jonathan Cape, 2009.	
Sept. 27 (Thurs.)	the "W" continued (How is Butler's work informed by de Beauvoir's? What does it mean to "do" sex/gender?)	Butler, Judith. "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory." In <i>The Performance Studies Reader</i> , second edition, ed. Henry Bial, 187–199. New York: Routledge, 2007.	
Oct. 2 (Tues.)	the "P" of POWER (and a little "O," "W," "E," and "R" too. This week we read two poets who write about the politics of difference within feminist thought.)	Rich, Adrienne. "Notes Toward a Politics of Location." In <i>Blood, Bread and Poetry: Selected Prose 1979–1985</i> , 210–31. London: Little Brown and Co., 1984.	response paper 1 due
Oct. 4 (Thurs.)	comparisons (Do Rich and Lorde agree on how power operates within feminist thought? How or why not?)	Lorde, Audre. "Age, Race, Class, and Sex: Redefining Difference." In <i>Sister/Outsider: Essays and Speeches by Audre Lorde</i> , 114–123. Freedom, CA: The Crossing Press, 1984.	
Oct. 9 (Tues.)	theorizing experience (How does experience shape knowledge production?)	Anzaldúa, Gloria E. "La Conciencia de la Mestiza: Towards a New Consciousness." In <i>Borderlands/La Frontera: The New Mestiza</i> , 77–91. San Francisco: Aunt Lute, 1987.	

Date	Class Content	Required Readings	Evaluation/Action
Oct. 11 (Thurs.)	complicating experience (Why can we not understand experience as “pure,” as the objective ground upon which to build our ideas?)	Ahmed, Sara. “Killing Joy: Feminism and the History of Happiness.” <i>Signs</i> 35, 3 (Spring 2010): 571–594.	
Oct. 16 (Tues.)	bodily practices (How are our very bodies created by the world in which we live, and how can our bodily practices reinforce and/or resist systems of oppression?)	Bordo, Susan. “The Body and the Reproduction of Femininity.” In <i>Unbearable Weight: Feminism, Western Culture, and the Body</i> (10 th anniversary edition), 165–184. Berkeley, CA: University of California Press, 2003.	response paper 2 due discuss possible publication outlets for Feminist Theory in Action project
Oct. 18 (Thurs.)	the POWER of bodies (How is sex itself constructed, and what does that matter for feminist thought?)	Fausto-Sterling, Anne. “Should There Be Only Two Sexes?” In <i>The Feminist Philosophy Reader</i> , ed. Alison Bailey and Chris Cuomo, 124–144. Boston: McGraw-Hill, 2008.	
Oct. 23 (Tues.)	trans theorizing (How does trans thinking challenge, extend, and/or complement feminist thought? Where do non-human animals and disability rights fit in?)	Roughgarden, Joan. “Sex and Diversity, Sex Versus Gender, and Sexed Bodies.” In <i>The Trans Studies Reader 2</i> , eds. Susan Stryker and Aren Z. Aizura, 147–155. New York: Routledge, 2013. Clare, Eli. “Body Shame, Body Pride: Lessons from the Disability Rights Movement.” In <i>The Trans Studies Reader 2</i> , eds. Susan Stryker and Aren Z. Aizura, 261–265. New York: Routledge, 2013.	
Oct. 25 (Thurs.)	gendered lives and lines (Who polices the lines of gender? Who crosses them, and how? With what effects for people and for theory?)	Bornstein, Kate. Excerpts from <i>Gender Outlaw: On Men, Women, and the Rest of Us</i> , 7–14, 71–85. New York: Routledge, 1994. Bergman, S. Bear. “Border Wars.” In <i>Butch is a Noun</i> , 64–70.	

Date	Class Content	Required Readings	Evaluation/Action
Oct. 30 (Tues.)	creating theory (What privileges a partial perspective?)	Haraway, Donna. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." <i>Feminist Studies</i> 14, 3 (Autumn 1988): 575–599.	
Nov. 1 (Thurs.)	reflective practice (Why is reflexivity central to feminist thought?)	Fellows, Mary Louise and Sherene Razack. "The Race to Innocence: Confronting Hierarchical Relations Among Women." <i>Journal of Gender, Race and Justice</i> 335 (Spring 1998): 335–352.	plan who will read which chapters of <i>Keetsabnak</i>
Nov. 6 (Tues.)	applying and challenging feminist thought (What aspects of the POWER image can we use to understand these chapters, and how do the chapters challenge feminist thought?)	Two chapters in part 1 of <i>Keetsabnak</i>	
Nov. 8 (Thurs.)	applying and challenging feminist thought	Two chapters in part 2 of <i>Keetsabnak</i>	feminist theory in action project due
Nov. 13 and 15	no classes: reading week		
Nov. 20 (Tues.)	applying and challenging feminist thought	Two chapters in part 3 of <i>Keetsabnak</i>	
Nov. 22 (Thurs.)	applying and challenging feminist thought	Two chapters in part 4 of <i>Keetsabnak</i>	revised feminist theory in action project due
Nov. 27 (Tues.)	What have we learned and what do we have to show for it?		feminist theory in action Q&A

Date	Class Content	Required Readings	Evaluation/Action
Nov. 29 (Thurs.)	What have we learned and what do we have to show for it?		feminist theory in action Q&A
Dec. 4 (Tues.)	review		
Dec. 6 (Thurs.)	evaluating our learning		in-class test

U of M Student Rights, Responsibilities, Services and Supports

As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Please become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.

The **Academic Calendar** (<http://umanitoba.ca/student/records/academiccalendar.html>) is one important source of information. Please note in particular the sections *University Policies and Procedures* and *General Academic Regulations*, some of the content of which is included below in this syllabus. First, the University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected to conduct yourself in an appropriate respectful manner. Policies governing behavior include these: **Respectful Work and Learning Environment** (http://umanitoba.ca/admin/governance/governing_documents/community/230.html), **Student Discipline** (http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html), **Intellectual Property** ([http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy - 2013_10_01.pdf](http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_-_2013_10_01.pdf)), and **Violent or Threatening Behaviour** (http://umanitoba.ca/admin/governance/governing_documents/community/669.html).

If you experience **Sexual Assault**, or know a member of the University community who has, please know that there are supports and resources available to you whether or not you choose to report the assault. The University of Manitoba wants to be a safe and supportive place for people to disclose sexual assault and receive the best care and referral possible. Information and resources can be found at the Sexual Assault site (<http://umanitoba.ca/student/sexual-assault/>), and the **Sexual Assault** policy may be found here: http://umanitoba.ca/admin/governance/governing_documents/community/230.html.

Please contact an **Academic Advisor** within your faculty, college or school for questions about your academic program and regulations: <http://umanitoba.ca/academic-advisors/>. Please contact Student Advocacy (<http://umanitoba.ca/student/advocacy/>) if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

The **Academic Learning Centre** (ALC) is an excellent resource. Through the ALC, you may meet with a study skills specialist to discuss concerns such as time management, reading and note-taking strategies, as well as test-taking strategies. You may also meet one-on-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. Writing tutors can also give you feedback if you submit a draft of your paper online. (Please note that the online tutors require 48 business hours to return your paper with comments.) All Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at <http://umanitoba.ca/student/academiclearning/>. You can also talk to a member of the Academic Learning staff by calling (204) 480-1481 or by dropping in at 205 Tier Building.

The University of Manitoba is committed to providing all students equal access to learning opportunities. **Student Accessibility Services** (SAS) is the office that works with students who have permanent, chronic, or temporary disabilities to provide and/or arrange reasonable accommodations. If you have or think you may have a disability (e.g. mental health, attentional, learning, vision, hearing, physical, medical or temporary), you are invited to contact SAS to arrange a confidential discussion: (204) 474-7423 (V), (204) 474-9790 (TTY) or Student_accessibility@umanitoba.ca. If you are registered with SAS and have a letter requesting accommodations, please contact me early in the semester to discuss the accommodations outlined in their letter. Additional information is available at the Student Accessibility Services website: <http://umanitoba.ca/student/saa/accessibility/>.

For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.

Please contact the **Student Counselling Centre** (<http://umanitoba.ca/student/counselling/index.html>) if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. The centre offers crisis services as well as individual, couple, and group counselling. Please contact **Student Support Case Management** (<http://umanitoba.ca/student/case-manager/index.html>) if you are concerned about yourself or another student and don't know where to turn. People there help connect students with on and off campus resources, provide safety planning, and offer other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

Contact our **Health and Wellness Educator** if you are interested in [peer support from *Healthy U*](#) or information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.

Health and Wellness Educator <https://umanitoba.ca/student/health-wellness/welcome-about.html>
britt.harvey@umanitoba.ca | 469 University Centre | (204) 295-9032

For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site: <http://umanitoba.ca/student/livewell/index.html>

Assignment Descriptions

1. Connection Presentation (in pairs)

GOAL: This presentation is designed to encourage you to connect what we read in class to the world outside the classroom. It meets the intended learning outcome of finding and explaining examples of feminist theory in action. It is also meant to demonstrate to the class the wide variety of feminist theory in action and to stimulate you to consider how you might put your feminist theory into action.

PROCEDURE: There will be time in class on September 13th for you to sign up for your presentation dates. The presentations will be done in pairs and will be eight to ten minutes long. (I will cut you off after ten minutes, so please

make sure to practise your presentation with your partner a number of times to make sure you are in good time.) Your presentation must include: a short (two-minute) summary of the main idea presented in the reading for that day; an explanation of what you have found in the world outside the classroom (in a book, in a newspaper, on YouTube, on a television show, etc.) that connects to the main idea of the article for that day (What is it? Who is involved in its production?); and an analysis of how it connects to the article for today and to what we have learned in class so far about feminist thought. You may also offer any critiques you have of your article and/or connection.

Here is a list of feminist websites that might get you started on making connections:

tequilasovereign.wordpress.com – a professor of American Indian Studies at San Francisco State University and a blogger about feminism, Indigeneity and sovereignty
 everydayfeminism.com – a feminist digital media site with a readership of 4.5 million monthly visitors; committed to intersectional feminism
 www.meetnaomi.com/members – fierce indigenous feminism (a blog by Naomi Sayers, Indigenous feminist from Garden River First Nation in Ontario; you need to sign up to read it)
 apihtawikosian.com – law, language, life: A Plains Cree speaking Métis woman in Montreal (a blog by Chelsea Vowel)
 jezebel.com – celebrity, sex, fashion for women, without airbrushing (website with lots of sections and contributors)
 www.feministfrequency.com – conversations with pop culture (video webseries by Anita Sarkeesian)
 roommagazine.com – literature, art and feminism since 1975
 www.bitchmedia.org – a feminist response to pop culture
 feministing.com – by and for young feminists
 www.bgdblog.org – amplifying the voices of queer and trans people of colour

You'll notice that the topics I have listed are all on the internet. That's because I was amazed at how many things I found there once I started looking. The list above is a small sample. You could also choose an art exhibition, a feminist manifesto or any other form of feminist theory in action. Please see me about your topic at least three days before your presentation.

EVALUATION CRITERIA: See marking rubric on page 17.

2. Response Papers

GOAL: The purpose of this assignment is to encourage you to think deeply and write analytically about course materials before and after we discuss them in class. It meets the intended learning outcome of interpreting and analysing feminist thought.

PROCEDURE: At the beginning of class on October 2, you will hand in a four-page paper responding to the reading for that day (Rich's "Notes Toward a Politics of Location") along with either the readings for Sept. 18 and 20 (Wollstonecraft, Truth and Burton) OR the readings for Sept. 25 and 27 (de Beauvoir and Butler). Please be sure to make your response papers analytical rather than merely descriptive. Here are questions to answer in your writing: What main ideas are raised in the reading for today? Do you agree or disagree with the author's perspectives, and why? How does what you have read for today's class compare and contrast with what we have read and discussed in the previous week's reading that you are discussing? What is the value of these readings for our course, and more broadly?

Repeat the procedure to hand in on October 16. The reading for that day is Bordo's "The Body and the Reproduction of Femininity," and you may bring in the readings for Oct. 9 and 11 (Anzaldúa and Ahmed) OR the readings for Sept. 18/20 or Sept. 25/27 that you did NOT discuss in your first response paper.

SUBMISSION GUIDELINES: See “Expectations for Assignments” on page 4.

EVALUATION CRITERIA: See marking rubric on page 18.

3. Feminist Theory in Action Project

GOAL: The purpose of this assignment is for you to respond to the feminist thought you have been engaging with by creating your own suitable for publication. It’s your turn to put feminist theory into action! This assignment meets the intended learning outcome of developing and communicating your own well-informed feminist thought.

PROCEDURE: Based on what you have been reading in the course and for your presentations, create some version of feminist thought. It can be a manifesto, a blog entry, a video (yes, it’s true that I mean “written” in a flexible way), or anything else you come up with. If you’re not sure it’s a good idea (or even if you are confident it is), run it by me first. The catch is that you need to produce something to submit somewhere for publication, for example to the Feminist and Queer Review at the U of M. (We will speak in class on October 16 about possible publication outlets.) You also need to make use of at least five course readings. At this stage, you do not need to submit your work for publication, but you do need to think carefully about where you would like to submit it and why the venue is appropriate. Along with the work itself, you should hand in a brief description of your chosen venue (max. one paragraph) and an explanation of why you chose that venue (max. one paragraph). I will aim to get comments back to you quickly so that you can do further work on your piece and then submit the revised version.

SUBMISSION GUIDELINES: See “Expectations for Assignments” on page 4.

EVALUATION CRITERIA: See marking rubric on page 19.

4. Revised Feminist Theory in Action Project

GOAL: The purpose of this assignment is for you to take your theorizing to the next level through the process of review and reworking. It also gives you a chance to reflect upon your work with a view to building even stronger ideas and ways of communicating them. This assignment meets the intended learning outcome of (even further) developing and communicating your own well-informed feminist thought.

PROCEDURE: After you receive comments back on your Feminist Theory in Action Project, reflect upon your project and the comments you received. Think about how you might respond to the comments and to your own reflection on your work, and consider how to make your project stronger. Then do it. Edit your work. Rewrite parts. Rework other parts. THEN respond to the comments in letter form to me, explaining what changes you made, why, and how the changes strengthened your work. Hand in three things: your original project, your revised project, and your letter explaining the changes.

SUBMISSION GUIDELINES: See “Expectations for Assignments” on page 4.

EVALUATION CRITERIA: See marking rubric on page 20.

5. Feminist Theory in Action Q&A

GOAL: The purpose of this assignment is to share your project with the class and to learn from other projects as well. It meets the intended learning outcomes of analysing and communicating feminist thought.

PROCEDURE: In class on Nov. 27 and 29, we will set up an interactive display of projects. To class those days, you will bring your project as well as a one-page statement that includes: your project title; a list of course readings that informed your project; and a one-paragraph summary of the project. You will respond to audience questions about your project, and will ask other students about their projects as well.

SUBMISSION GUIDELINES: See “Expectations for Assignments” on page 4.

EVALUATION CRITERIA: See marking rubric on page 21.

6. In-Class Test

GOAL: The purpose of this assignment is to test your ability to meet the intended learning outcomes of interpreting and analysing feminist thought.

PROCEDURE: In class on Dec. 6, you will be presented with a short essay that we have not read for the course. Your job is to read the essay closely and then answer a number of questions in full sentences. The questions will test both your understanding of the in-class essay and your ability to connect the essay to course readings and discussions. You may bring any books or notes to the test that you would like. The only expected preparation for this test is to keep up with course readings and class discussions. There is no participation grade for this class, but you will find this test significantly easier if you have regularly attended class and participated by offering thoughtful contributions to class discussions and by listening actively to your peers.

Discussion Starters

I hope these discussions starters help you to think about the material you are reading. Sometimes, when a reading is difficult, it is tempting to say “I am not getting *anything* out of this article. I have no idea what the author is talking about!” This sheet is designed to help you consider even articles you find challenging so that you come up with something else to say. Who knows? You might just start an excellent discussion!

1. Who is the intended audience for this article?
2. What is the intended purpose of this article?
3. What main idea does the author introduce?
4. Do I agree or disagree with this author’s perspective, and why?
5. I would have explored this issue differently, and this is why...
6. I suspect there may be an important point here, but I can’t find it. Can anyone help?
7. The text is a product of its period. It is/is not relevant today because...
8. The writer has chosen this form/this tone/this kind of language because...
9. If the author were here right now, this is what I would ask/want to say...
10. I wonder whether my reading of this article has more to do with the author’s ideas or with me because...

Connection Presentation Rubric

	Does not meet expectations (F to D)	Meets expectations (C to B)	Exceeds expectations (B+ to A+)
CONTENT			
Presentation succinctly summarizes the main idea presented in the reading for that day			
Presentation explains what you have found that connects to the reading			
Presentation uses a balance of abstract concepts and specific examples to analyse how your topic connects to the article for today and to what we have learned in class so far about feminist thought			
Presentation offers critiques of article and/or connection, if applicable (For example, what are the pros and cons of a feminist website as opposed to a feminist rally?)			
STRUCTURE/STYLE	Does not meet expectations	Meets expectations	
Presentation has a clear and effective structure including an introduction, a conclusion and well-organized ideas			
Presentation is the proper length (8–10 minutes) and both presenters have equal time to present			
Presentation is engaging, lively (creatively is encouraged!) and well-rehearsed			

Grading scheme

A+ Exceptional (90–100%)	C+ Satisfactory (65–69%)
A Excellent (80–89%)	C Adequate (60–64%)
B+ Very good (75–79%)	D Marginal (50–59%)
B Good (70–74%)	F Failure (less than 50%)

Response Paper Rubric

	Does not meet expectations (F to D)	Meets expectations (C to B)	Exceeds expectations (B+ to A+)
CONTENT			
Paper clearly explains the main ideas raised in the reading for today			
Paper gives student's own informed opinion and offers support for this opinion			
Paper uses a balance of abstract concepts and specific examples to examine the readings in relation to previous course readings and discussions (see assignment description for the specific articles to analyse)			
Paper offers an analysis of the value or significance of the readings to our course and more broadly			
STRUCTURE/STYLE			
	Does not meet expectations	Meets expectations	
Paper is the proper length (4 pages, double-spaced, regular margins, 12 pt. font)			
Paper has a clear and effective structure			
Paper's sentences are clear and grammatically correct, wording is unambiguous and intelligible, spelling and punctuation are correct			

Grading scheme

A+ Exceptional (90–100%)	C+ Satisfactory (65–69%)
A Excellent (80–89%)	C Adequate (60–64%)
B+ Very good (75–79%)	D Marginal (50–59%)
B Good (70–74%)	F Failure (less than 50%)

Feminist Theory in Action Project Rubric

	Does not meet expectations (F to D)	Meets expectations (C to B)	Exceeds expectations (B+ to A+)
CONTENT			
Written component connects clearly to what we have been reading and experiencing in class			
Written component works well as a piece to be submitted to your chosen venue (is consistent with the venue's requirements and tone, etc.)			
Written component uses a balance of abstract concepts and specific examples and makes excellent use of at least five course readings (you can incorporate these creatively)			
Written component includes a description (max. one paragraph) of where you plan to submit the final assignment and an explanation of why you chose that venue (max. one paragraph)			
STRUCTURE/STYLE	Does not meet expectations	Meets expectations	
Written component has a clear and effective structure; writing style fits well with chosen publication venue			
Written component cites all references in a form consistent with chosen publication venue			
Written component includes a description of where you plan to submit the final assignment and why, written in clear sentences with correct spelling and punctuation			

Grading scheme

A+ Exceptional (90–100%)	C+ Satisfactory (65–69%)
A Excellent (80–89%)	C Adequate (60–64%)
B+ Very good (75–79%)	D Marginal (50–59%)
B Good (70–74%)	F Failure (less than 50%)

Revised Feminist Theory in Action Project Rubric

	Does not meet expectations (F to D)	Meets expectations (C to B)	Exceeds expectations (B+ to A+)
CONTENT			
Revised project is significantly improved from original version, clearly taking into account comments received as well as personal reflection			
Letter clearly explains what changes were made, why, and how the changes made the project stronger			
STRUCTURE/STYLE		Does not meet expectations	Meets expectations
Written component has a clear and effective structure; writing style fits well with chosen publication venue			
Written component cites all references in a form consistent with chosen publication venue			

Grading scheme

A+ Exceptional (90–100%)	C+ Satisfactory (65–69%)
A Excellent (80–89%)	C Adequate (60–64%)
B+ Very good (75–79%)	D Marginal (50–59%)
B Good (70–74%)	F Failure (less than 50%)

Feminist Theory in Action Q&A Rubric

	Does not meet expectations (F to D)	Meets expectations (C to B)	Exceeds expectations (B+ to A+)
CONTENT			
Project is displayed thoughtfully			
One-page statement includes title, list of readings that informed the project, and a one-paragraph summary of the project			
Responses to questions are thoughtful and clear			
Questions asked of other students show engagement with other students' projects and ideas			
STRUCTURE/STYLE	Does not meet expectations	Meets expectations	
Statement has a clear and effective structure and style			
Statement cites all references properly			
Statement is written in clear sentences with correct spelling and punctuation			

Grading scheme

A+ Exceptional (90–100%)	C+ Satisfactory (65–69%)
A Excellent (80–89%)	C Adequate (60–64%)
B+ Very good (75–79%)	D Marginal (50–59%)
B Good (70–74%)	F Failure (less than 50%)