

WMST405
FEMINIST PRAXIS
FALL 2014
MONDAY 14:00 TO 16:45

Instructor: Joe Kadi
Office: Social Science 1054
Email: jkadi@ucalgary.ca
Office Hours: Monday from 12:30 to 1:30, or by appointment.

COURSE DESCRIPTION

In praxis, theory and practice come together to create informed, conscious and self-conscious action. In this seminar, students will have opportunities to explore how their own feminist convictions might manifest themselves in terms of activism. At the same time, we will investigate key parts of the history of feminist activism, and examine the links between feminist theory and feminist practices.

Students will be asked to engage in some form of feminist practice; we will discuss this topic in the seminar, so that each student comes up with a practicum that works for them. Students will spend a minimum of 2 hours a week on their practicum.

For the most part, in-class time will be spent discussing assigned readings and reflecting on activist experiences. Because we are a small group and will be meeting only once a week, it is imperative that you keep up with the readings and make every effort to attend all classes.

COURSE OBJECTIVES

- *understand the broad ranges of issues feminists were/are concerned about
- *consider the relevance of feminism in today's world
- *appreciate the importance of social change work/feminist activism
- *connect with feminists past and present
- *deepen our critical/holistic thinking skills
- *work to establish a vibrant learning community based on respect and support.

TEXTBOOKS AND ASSIGNED READINGS: REVISED

Ten Thousand Roses, by Judy Rebick.
Buffy Ste.-Marie: It's My Way, by Blair Stonechild.
Flight Behavior, by Barbara Kingsolver.

ASSIGNMENTS AND EVALUATION

*A two-part assignment on the Participatory Classroom, each part worth 10% for a total of 20%.

*Discussion questions on the reading for the day, four of these eight questions will be handed in; the four questions handed in will be graded, with each worth 5% for a total of 20%.

*Mid-term assignment, 30%.

*Final paper, 30%.

*A two-part assignment geared toward building a Participatory Classroom, each part worth 10% for a total of 20%. Each part of the assignment involves writing a 2 to 3 page double-spaced paper focusing on issues of attendance and participation. In the second paper, the issue of depth of learning will also be addressed. The first part of the assignment is due 15 September, at the beginning of class. In this paper, the student will set out their plan for their level of attendance and participation. Considering that this is a participatory classroom, and that the success of a participatory classroom depends on each individual, this assignment will provide the chance for students to set out their intentions for the term. In the second part of the assignment, which is due 1 December (beginning of class), students will begin by assigning themselves a grade that they believe accurately reflects their attendance, participation and depth of learning. They will explain their rationale for this grade by explaining how they have conducted themselves throughout the semester, in terms of attendance, participation, and depth of learning, and they will also refer to the first paper (intentions and goals set in the first paper will help them frame the second paper). The student's assessment will be considered in light of the instructor's observations, and the instructor will have final say concerning the grade.

This assignment will help students clarify their role in the participatory classroom, and it will help them clarify why they have chosen to take this course, in terms of considering questions such as: What are your desired learning outcomes? What do you think will be challenging? What issues interest you? For the first part of this assignment, the syllabus, course outline, and initial readings will help provide clarity about these learning outcomes. For the second part of the assignment, students will refer to key scholars and texts that have informed their work through the term.

*Discussion questions are due at the beginning of class on September 22, September 29, October 6, October 20, October 27, November 3, November 17, and November 24. These questions will be used to form the basis of our work on the reading for the day. On FOUR of those eight days, your discussion questions will be collected, and a letter grade, worth 5% of your overall grade, will be given. The dates for the collection will NOT be announced: the assumption is that students will put the same amount of work into each week's question, and thus it will not matter whether the question is collected.

A seminar class provides a rare opportunity to meet with a group of like-minded scholars and work/talk through issues and materials of interest. Preparing a discussion question ahead of time will help facilitate an in-depth discussion. The question itself may be one or two sentences long; it will be followed by a paragraph in which you set out your own preliminary response to your own question/topic, or in which you set out a very brief discussion of why you think this topic needs to be discussed. The questions may specifically refer to ideas/theories/history outlined in the text, or they may specifically refer to your own thoughts/questions that the text led you to.

Each student will be allowed to submit one discussion question over email, if they are absent from class on that one day. The email must be sent before class begins on the day in question. Students will not be allowed to submit other discussion questions over email. This means that if you are absent for more than one class, and if the professor collects discussion questions on that day, you will receive an F on that day's discussion question.

*Mid-term assignment, worth 30%, due 20 October. This will be a 6 to 8 page paper that you will present/discuss in class, and then hand in to the professor. The paper will ask you to reflect critically on the journal article you have chosen from the list of appropriate articles; you will connect your thoughts on this article to your praxis experience, and to our class readings.

*Final paper, worth 30%, due at the beginning of class on 1 December.

This will be your opportunity to tie together your practical experiences through the semester and the theoretical, conceptual and historical material we have examined in class. Essentially, it will be your final report about your feminist activism. The paper will be 12 to 16 pages, double-spaced, with a separate citations page.

It is the student's responsibility to keep a copy of each submitted assignment.

Note: Please hand in your essays directly to your instructor. If it is not possible to do so, a daytime drop box is available in SS 102. A night drop box is also available for after-hours submission. Assignments will be removed from this drop box at 8:30 each morning and stamped with the date that the assignment is removed from the drop box, and then placed in the instructor's mailbox.

SCHEDULE OF LECTURES AND READINGS

September 8: Introductions.

September 15: Buffy Ste. Marie, chapters 1 through 4.

Part 1, participatory classroom due.

September 22: Buffy Ste. Marie, chapters 5 through 8.

September 29: Buffy Ste. Marie, chapters 9 through 11.

October 6: Rebick, parts I and II.

October 13: No class.

October 20: Rebick, part III.

Mid-term assignment handed in.

October 27: Rebick, chapters IV.

November 3: Kingsolver, chapters 1 to 6.

November 10: No class.

November 17: Kingsolver, chapters 7 to 11.

November 24: Kingsolver, chapters 12 to 14.

December 1: Last day of class, mandatory attendance. *Two assignments due: final paper, second part of participatory classroom assignment.*

Discussion questions due: 22 September, 29 September, 6 October, 20 October, 27 October, 3 November, 17 November, 24 November.

REGISTRAR-SCHEDULED FINAL EXAM

There **will not** be a Registrar-Scheduled final exam in this course.

GRADING SCALE

A+	96 – 100%	C+	65 – 69.99%
A	90 – 95.99%	C	60 – 64.99%
A -	85 – 89.99%	C -	54 – 59.99%
B+	80 – 84.99%	D+	53 – 54.99%
B	75 – 79.99%	D	50 – 52.99%
B -	70 – 74.99%	F	0 – 49.99%

LATE ASSIGNMENTS

For example: Assignments submitted after the deadline will be penalized with the loss of a letter grade (e.g.: A- to B+) for each day that they are late.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, **students should identify themselves on all written work by using their ID number. You will also be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam.**

For more information see also <http://www.ucalgary.ca/secretariat/privacy>.

PLAGIARISM AND ACADEMIC MISCONDUCT

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor if you have any questions regarding how to document sources.

For more information on academic misconduct and the consequences thereof, please see the current University of Calgary Calendar online at <http://www.ucalgary.ca/pubs/calendar/current/k.html>.

ACADEMIC ACCOMMODATION POLICY

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with Student Accessibility Services (403-220-8237). You must discuss your needs with your instructor **no later than** fourteen (14) calendar days after the start of the course.

For more information, please see <http://www.ucalgary.ca/access/>.

EMERGENCY EVACUATION AND ASSEMBLY POINTS

Please note the evacuation points for this particular classroom. All classrooms on campus exit to specific places in case of emergency. The emergency assembly points differ depending upon where your classroom is located.

For information on the emergency evacuation procedures and the assembly points see <http://www.ucalgary.ca/emergencyplan/assemblypoints>.

“SAFEWALK” PROGRAM

Campus Security will escort individuals day or night - call 403-220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

STUDENT REPRESENTATION

There are four Arts Representatives in the Student’s Union. Their addresses are as follows:

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca

Please contact them if you have any questions related to Student Union matters, events, or concerns. The Student’s Union can be found online at <https://www.su.ucalgary.ca/>.

For your student Ombudsperson, please see contact ombuds@ucalgary.ca or call 403-220-6420.

FACULTY OF ARTS ADVISING AND RESOURCES

- Have a question, but not sure where to start? The Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS 102, call them at (403) 220-3580 or email them at picarts@ucalgary.ca.
- For program planning and advice, contact the Program Information Centre at (403) 220-3580 or visit them in SS102.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block (MLB 117).