

PIA 6313 3.0/WMST 6217 3.0 FEMINISM, POLITICAL CITIZENSHIP AND COLLECTIVE ACTION (Winter 2017)

The Glendon School of Public and International Affairs

Course Director: Professor Meg Luxton, York University

This assignment using the *riseupfeministarchive.ca* was part of a Master's level graduate course called Feminism, Political Citizenship and Collective Action. The course was cross-listed between The Glendon School of Public and International Affairs and the Graduate Program of Gender, Feminist and Women's Studies, York University.

The course explores the relationship between feminist political organizing and mobilizing and public policy in different contexts. One of the central goals of feminism is to win full political citizenship for all women. This course explores the ways in which feminists have organized collectively to advance their demands, the different understandings they have about what political citizenship is and could be, and the various strategies and tactics they have mobilised. The course examines contemporary (English language) feminist theories relating to concepts such as political citizenship, democracy, human rights, liberation, social justice, and political activism and it studies how the multifaceted feminist movement engages in actions of resistance, protest, and demands over the definition/redefinition of meanings generally attributed to these concepts and over the social relations they reflect and shape.

Assignment 4: Researching Feminism and Collective Action:

This assignment asks students to investigate how, over the past fifty years, feminists in Canada have organised collectively to increase women's political citizenship. For this assignment, pick one of the following topics: gender norms and culture, formal political representation, reproductive rights, child care, economic rights, international/transnational solidarity, sexuality and/or sexual identity, racism, anti-colonial struggles, women and unions.

(Note: Students who want to pick a different topic must consult with the course director to make sure the topic they want to use is appropriate. Please do not proceed without permission from the course director.)

Write a paper showing how (some/selected) feminists in Canada have organised around the chosen topic, focusing on two moments, the period of the 1970s and 1980s and the contemporary period (approximately the last ten years). Take a look at how the topic was discussed in the early period, and how it is discussed now. You can focus on specific groups of feminists (such as union women, liberal feminists, indigenous women, women's liberation activists, women of colour) or on general feminist positions. How is the issue you selected identified in each period? What demands are put forward in each period? What gains, if any, were made between the two periods? What demands do you think would be relevant for the next fifty years?

Material for the period 1970s and 1980s is available from *Rise Up! A digital archive of feminist activism* <http://riseupfeministarchive.ca/> and can be complemented by material from scholarly research on the topic and period. Material for the present period can draw on social media and

scholarly research. Once you have chosen your topic or issue, I will be glad to consult with you about appropriate sources.

Be sure to confirm your choice of topic with the course director. The paper should conform to the format of a short journal article, that is, about 10 – 15 pages (double spaced) or 2,500 – 3,750 words.

This assignment has 3 parts:

i. Identifying the Issues of the 1970s and 1980s- In-class Presentation: 10%

How did feminists in Canada present the issue you have chosen in the period of the 1970s and 1980s? Which feminists were active around that issue? What were the debates? What were the demands? What, if anything did they win? Based on your research for your final paper, come to class prepared to discuss your findings.

ii. Mock Congress Presentation: 10%

In one of the last two classes, present your work to date on your final paper as a conference presentation. The final time allocated will be determined later, based on the number of people in the class, but will be about 15 to 20 minutes. Audience members (the rest of the class) will evaluate the presentation and submit their comments to the course director. The course director will summarise the comments and include them (anonymously) with the course director's assessment of the presentation. We will spend some time in class discussing how to make helpful and supportive critiques of each other's work.

iii. Final Paper: 30%