

Carleton University
Fall 2020
Pauline Jewett Institute of Women's and Gender Studies

WGST 2800A: Intersectional Identities
Location: Online, blended

Instructor: Megan Rivers-Moore
Email: Megan.RiversMoore@Carleton.ca
Office Hours: Fridays 9-10am (or by appointment)

I am afraid, because the transformation of silence into language and action is an act of self-revelation, and that always seems fraught with danger. But my daughter, when I told her of our topic and my difficulty with it, said, "Tell them about how you're never really a whole person if you remain silent." What are the words you do not yet have? What do you need to say? What are the tyrannies you swallow day by day and attempt to make your own, until you will sicken and die of them, still in silence? Your silence will not protect you. The fact that we are here and that I speak these words is an attempt to break that silence and bridge some of those differences between us, for it is not difference which immobilizes us, but silence. And there are so many silences to be broken. – Audre Lorde

My feminism will be intersectional or it will be bullshit. - Flavia Dzodan

Course Description:

What is intersectionality? Is it a theoretical perspective? A research method? A form of feminist activism? This course explores theoretical understandings of gender at the intersection with other forms of inequality such as race, ethnicity, class, ability, and sexuality. Emphasis will be on studying gendered intersections from a transnational perspective, locating them in historical, social, geographical, and cultural context.

Course Objectives:

1. To understand the intersection of multiple forms of inequality.
2. To identify the ways in which power relations are embedded in social relations, practices and values in various times and places.
4. To develop effective critical thinking, reading, and writing skills that are transferrable to future endeavours in higher academic study, employment, community involvement, and engaged citizenship.

Course Format: Online and Blended

This course will be delivered primarily asynchronously, with a few synchronous components. All course materials (syllabus, assignment details and rubrics, lecture videos and slides, required readings and videos, and dropboxes for assignments) will be available on cuLearn.

Each week, the course instructor will launch a new topic on Friday. This will consist of required readings, some required video or audio materials, and a recorded lecture with slides. During the following seven days, students are required to submit thought-provoking questions based on the course material and participate in the discussion forum (more details below).

For information about minimum technical requirements for online learning, see [technical specs](#).

A note about patience, flexibility, compassion, and kindness in difficult times

This course is being delivered online because of the very unusual circumstances we are living in currently. Many of us are juggling housing and food precarity, job loss, irregular computer and internet access, medical emergencies, care-giving exhaustion, and deep grief. Delays, missed deadlines, technological snafus, and mistakes are to be expected. Students, teaching assistants, and professors are all facing new and unforeseen circumstances. We are all committed to doing the best that we can. I ask that we all do our best to extend each other patience, flexibility, compassion, and kindness as we navigate this situation together.

Online Office Hours:

The course instructor and TAs will hold weekly office hours using Zoom. You are welcome to use this time to ask questions about assignments or to discuss readings.

Group A1 Mondays 9:35-10:25 Mack Cielen-Gough
Group A2 Mondays 10:35-11:25 Mack Cielen-Gough
Group A3 Mondays 9:35-10:25 Taylor Maudlin
Group A4 Mondays 11:35-12:25 Taylor Maudlin

Readings:

All required texts and videos are available on cuLearn or through Ares (via a link on cuLearn). It is your responsibility to make the time to access and read or view the material.

Evaluation at a glance:

Syllabus quiz	5%	before September 17
Weekly discussion forums		
Thought-provoking questions	20%	Ongoing

Response to peers	20%	Ongoing
Essay planning workshop (synchronous)	15%	October 5
Infographic/meme assignment	15%	November 2
Final paper	25%	Nov. 9 or Dec. 11

Evaluation in detail:

Syllabus Quiz (by September 17)

When the course launches on cuLearn, you will have access to a quiz based on the syllabus for this class. The quiz will be available to you to complete until Thursday September 17 at 11:55pm. It is mandatory that you complete this quiz before the rest of the course is unlocked for you.

Weekly Discussion Forums

Each week, using the provided weekly discussion forum, you must make an **initial post** of a thought-provoking question by **Tuesday at noon** and then **respond** to a peer's thought-provoking question by **Thursday at noon**.

Thought-Provoking Questions

Each week, you must post one thought-provoking question to the discussion forum for your tutorial group **by Tuesday at noon**. The question **MUST** directly relate to the required readings. It might be a question about something you did not understand, a question that acts as a jumping off point for discussion, or a question about connections between the readings or between a reading and a video or audio recording from the course. This will require careful reading of the assigned texts. Take notes while you read. Consider what the author's intention is, how the work contributes to our understandings of gender from an intersectional perspective, and what you might critique and/or appreciate about the reading. You are expected to submit 10 questions this term, but will be given two free passes. Questions will be graded as pass/fail, based on demonstrated engagement with course content.

Response to Peers

Each week, you must engage with someone else's thought-provoking question in the discussion form **by Thursday at noon**. You are expected to participate in a respectful discussion with your comrades, ensuring that your comments relate directly to course content. You are expected to submit at least 10 discussion post responses this term, but will be given two free passes. Discussion posts will be graded pass/fail, based on demonstrated engagement with course content and respectful interaction with your peers.

Essay planning workshop (October 5 – synchronous)

This workshop is designed to get you thinking and planning for your final paper. Please come to your tutorial on Zoom with one page (maximum) of notes that include: 1. the example from popular culture you will be analyzing and 2. the three "intersections" or relations of power you are planning to focus on in your analysis. You will discuss your

ideas with your TA and your comrades, make any adjustments to your plans, and submit your notes at the end of the session.

Infographic/meme assignment (November 2)

This assignment requires you to engage creatively with the issues we address in the class by developing a meme or infographic about intersectionality. Further details can be found on cuLearn in the document on assignments.

Final paper (November 9 or December 11)

Written in essay format, the paper must be a critical analysis of intersectionality in an example you choose from popular culture. Further details can be found on cuLearn in the document on assignments.

All final grades are subject to approval by the Dean.

In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-55
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		

Contacting your instructor:

Please make use of the “Ask your instructor” forum on cuLearn. Other students might have the same question you do, and would benefit from you asking and getting an answer. Otherwise, please feel free to email the instructor. Emails will be returned within two business days (48 hours, excluding weekends and holidays). Only emails from official Carleton University email addresses will be answered. Please include your full name, student number, and course code in the email. Please use full sentences and formal language.

Online classroom etiquette:

This course depends on active and respectful discussion and engagement with the course materials and with one another. ^[1]_[SEP]This can sometimes be harder to master in the online environment than it is in person, but we will collectively aim to create an environment that is safe enough for everyone to be able to be present, learn, and share their understanding of course material. This means that behaviour that disrespects or demeans others is not acceptable.

Copyright statement

Please note: classroom teaching and learning activities, including lectures, discussions,

presentations, etc., by instructors, guests and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, exams and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only.

Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Schedule – please note this outline is preliminary and subject to change

1. Friday September 11: Course launched on cuLearn

REQUIRED:

Recorded Lecture: Introduction to the Course

Watch: [“The Danger of a Single Story”](#) by Chimamanda Ngozi Adichie

ADDITIONAL OPTIONAL MATERIAL:

Lorde. A. (1983/2004). The transformation of silence into language and action. In *Sister Outsider*. Freedom: The Crossing Press. 40-44.

Monday September 14: Synchronous meetings (A1 and A3 9:35-10:25, A2 10:35-11:25, A4 11:35-12:25) Meet your TA and your professor, introduce yourself, ask questions about the course.

2. Friday September 18: Why study gender intersectionally?

REQUIRED:

Recorded Lecture

Watch: [Judith Sunaura Taylor and Judith Butler go for a walk](#)

Read: Fellows, M.L., and Razack, S. (1998). The Race to Innocence: Confronting Hierarchical Relations among Women. *Journal of Gender, Race and Justice* 1 (2): 335-352.

Read: Piepzna-Samarasinha, Leah Lakshmi (2019). Crippling the Apocalypse. In *Care Work: Dreaming Disability Justice*. Vancouver: Arsenal. 122-135.

ADDITIONAL OPTIONAL MATERIAL:

Watch: Eli Clare’s lecture [“Gawking, Gaping, Staring: Living in Marked Bodies.”](#)

Read and Watch: [“The Effect of Intersectionality in the Workplace”](#) and [“Living at the Intersection”](#)

3. Friday September 25: Intersectionality as method, theory, practice

REQUIRED:

Recorded Lecture

Watch: [“The Urgency of Intersectionality”](#) by Kimberlé Crenshaw

Read: Hill Collins, P. (1993). Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection. *Race, Sex & Class* 1(1): 25–45.

Read: Laymon, Kiese (2018). Am I One of the Good Ones? *Cassius*.

<https://cassiuslife.com/41871/am-i-one-of-the-good-ones/>

ADDITIONAL OPTIONAL MATERIAL:

Watch Laverne Cox discuss [intersectionality at Harvard](#)

Read: [“Crippling Queer Politics, or the Dangers of Neoliberalism”](#) by Robert McRuer

Read: [The Intersectionality Wars](#)

4. Friday October 2: Femininities, Masculinities

REQUIRED:

Recorded Lecture

Watch: [BBC gendered toys and stereotypes](#)

Read: Halberstam, J (1998). “Excerpt: An Introduction to Female Masculinity” *Female Masculinity*. Durham: Duke University Press. 1-9.

Read: Pascoe, C.J. (2005). ‘Dude, You’re a Fag’: Adolescent Masculinity and the Fag Discourse. *Sexualities* 8(3): 329-346.

Read: Pascoe, C.J. (2017). Who is a real man? The gender of Trumpism. *Masculinities and Social Change*. 6(2): 119-141.

ADDITIONAL OPTIONAL MATERIAL:

Watch: CJ Pascoe discusses [her research](#)

Read: [“Sparkle Unicorns and Fart Ninjas”](#)

Monday October 5: Synchronous essay planning workshop in tutorials

5. Friday October 9: Gendered diversity, gendered rights

REQUIRED:

Recorded Lecture

Watch: [“We Move Together: Disability Justice and Trans Liberation”](#)

Read: wallace, j (2014). Trans in Class: Trans Activism in a Suburban School Board. In D. Irving and R. Raj (eds.) *Trans Activism in Canada*. Toronto: Canadian Scholars’ Press. 169-177.

Read: [The Gender Unicorn](#)

ADDITIONAL OPTIONAL MATERIAL:

Read: [Trans Student Educational Resources](#) (check out the infographics page!)

Read: [Harry Potter and the Author Who Failed Us](#)

Watch: [Trans men discuss identity and dating](#) and [Trans women discuss identity and dating](#)

Watch: [Ableism is the Bane of My Motherfuckin’ Existence](#)

6. Friday October 16: Colonialism and indigenous resurgence

REQUIRED:

Recorded Lecture

Watch: [“Our Stories...Our Strength” Residential School Survivor Stories](#)

Read: The Truth and Reconciliation Commission of Canada (2015). *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*. p. 1-22. <http://nctr.ca/reports.php>

Read: Pullin, Zachary, “Two Spirit: The Story of a Movement Unfolds,” *Native People’s Magazine* (May-June 2014) found at: <https://www.kosmosjournal.org/news/two-spirit-the-story-of-a-movement-unfolds/>

ADDITIONAL OPTIONAL MATERIAL:

Listen: Leanne Betasamosake Simpson reads “Leaks” and “Smallpox, anyone” at <http://arpbooks.org/islands/>

Read: [Timeline of Canadian Colonialism and Indigenous Resistance](#)

Monday October 19: Optional synchronous tutorial to brainstorm and discuss meme/infographic assignment

7. Friday October 23: Misogynoir and the struggle against anti-black racism

REQUIRED:

Recorded Lecture

Watch: Robyn Maynard “Resisting Gendered State Violence Across Turtle Island.” <http://bcw.barnard.edu/videos/robyn-maynard-resisting-gendered-state-violence-across-turtle-island/>

Read: Maynard, Robyn (2017). *Misogynoir in Canada: Punitive state practices and the devaluation of Black women and gender-oppressed people. Policing Black Lives*. Halifax: Fernwood. 122-148.

Read: [“What Needs to Change to Fight Anti-Black Racism Here?”](#) by Missy Johnson

Read: [“Getting it together as race traitors”](#) by Alexis Shotwell

ADDITIONAL OPTIONAL MATERIAL:

Read: [“I wish I knew how it would feel to be free”](#) by Cameron Awkward-Rich

Watch [“From Black Lives Matter to the White Power Presidency: Race and Class in the Trump Era”](#) by Keeanga-Yamahtta Taylor

Read: [“Trans-Atlantic Affinities”](#) by Robyn Maynard

8. October 26-30: Fall Break

9. Friday November 6: Global Politics of Travel 1: Tourism

REQUIRED:

Recorded Lecture

Watch: “The Goose with the Golden Eggs”

Read: Cabezas, Amalia L (2008). *Tropical Blues: Tourism and Social Exclusion in the Dominican Republic. Latin American Perspectives* 35 (3): 21-36.

Read: Kincaid, J. (1998). *A Small Place*. New York: Farrar, Strauss, Giroux. 3-19.

ADDITIONAL OPTIONAL MATERIAL:

Read: [What's the difference between explorers, anthropologists and tourists?](#)

Read: [Teach British tourists the truth about empire – they can take it](#)

Watch: [Postcolonial encounters in slum tourism](#)

10. Friday November 13: Global Politics of Travel 2: Work

REQUIRED:

Recorded Lecture

Watch: [“The Other Mothers of Manhattan”](#)

Watch: [“Ottawa’s Caribbean Domestic Pioneers”](#)

Read: Tungohan, Ethel (2012). Debunking notions of migrant ‘victimhood’: A critical assessment of temporary labour migration programs and Filipina migrant activism in Canada. In ^[11]_[SEP] Roland Sintos Coloma et al. (eds.) *Filipinos in Canada: Disturbing Invisibility* Toronto: University of Toronto Press. 161-180

ADDITIONAL OPTIONAL MATERIAL:

Watch: [Thank you Soma](#)

Read: [‘Canada the Good’ myth exposed: Migrant workers resist debt-bondage](#)

11. Friday November 20: Global Politics of Travel 3: Trafficking and Sex Work

REQUIRED:

Recorded Lecture

Watch: [Amnesty International on the difference between sex work and trafficking](#)

Read: [We need to stop confusing sex work with human trafficking](#)

Read: Agustín, Laura María (2006). The Disappearing of a Migration Category: Migrants Who Sell Sex. *Journal of Ethnic and Migration Studies* 32 (1): 29-47.

ADDITIONAL OPTIONAL MATERIAL:

Read: [Sex Worker Advocates Slam Bizarre Anti-Sex Trafficking Campaign](#)

Read: [How the US ‘Sex Trafficking’ Crackdown is Hurting Sex Workers in Canada](#)

Read: [The Massage Parlor Means Survival Here](#)

12. Friday November 27: Intersectionality in activism and policy

REQUIRED:

Recorded Lecture

Watch: [“Impossibility Now”](#)

Read: Spade, Dean. (2020). Solidarity Not Charity: Mutual Aid for Mobilization and Survival. *Social Text*. 38(1): 131-151.

Read: Zavella, Patricia. (2017). Intersectional Praxis in the Movement for Reproductive Justice: The Respect ABQ Women Campaign. *Signs*. 42(2): 509-533.

ADDITIONAL OPTIONAL MATERIAL:

Watch: [“My body doesn’t oppress me, society does.”](#)

Read: [Intersectionality is Important for Environmental Activism Too](#)

Read and watch: [Why I am Passionate About Intersectionality](#)

13. Friday December 4: Optional synchronous summing up discussion

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website: <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

Read more about academic integrity here: <https://carleton.ca/registrar/academic-integrity/>