

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

WGST 2801: *Activism, Feminisms and Social Justice*

Tuesdays and Thursday 6pm-9pm

Instructor: Robyn Green
Email: robyn.green@carleton.ca
Office Hours: Thursday 6-7 pm

- *This outline is preliminary and subject to change*

This course will examine how feminist thought and praxis have been used to imagine and enact social justice. The course asks the following questions: how has feminist thought contributed to the understanding and dismantling of patriarchal systems and institutions? How does feminist activism intersect with other social justice movements such as anti-racism, Indigenous sovereignty and queer liberation. Do feminist movements have a history of exclusionary approaches that have limited who can participate and enjoy the benefits of feminism? These questions and the contribution of feminist activism will be explored alongside a myriad of topics such as the beauty industry, the institution of marriage, reproductive rights and the onset of the global pandemic.

This course will also explore the relationship between different forms of activism through the lens of *public feelings*, particularly the “good” and “bad” feelings that are circulated to bolster or undermine expressions of activist solidarity and the pursuit of social justice.

Learning Outcomes

- Engaging with intersectional analyses of feminist thought and praxis.
- Critically examining historical and contemporary contributions of feminist movements and their intersection with other social justice movements.
- Locating and positioning oneself and one's participation in feminist and social justice movements.
- Working collaboratively in groups online.
- Effectively communicating in online forums with the professor and colleagues.

Class Etiquette

- During online seminars, please adhere to the etiquette guidelines posted on CULearn, such as muting your microphone when not speaking and turning off other distractions.
- Please be aware, ALL lectures and seminars are recorded for the exclusive use of students in this class. Please do NOT share lectures or seminars under any circumstances.

- The online classroom is a space where all opinions will be respected; however, students must voice their views in a respectful way. At no point will sexism/misogyny, racism/xenophobia, homo/transphobia, ableism, ageism, etc., be tolerated. Academic debate is highly encouraged, but students must remain respectful of all class participants.
- If you may be triggered by particular discussions, you are encouraged to talk with the instructor privately at the beginning of the course.
- Students are not required to ask permission to step away during online synchronous content, but significantly long absences from online sessions or logging off early will be noted in the attendance records.
- If you are experiencing long term technical issues or limitations, please speak to the instructor via office hours as soon as possible to discuss alternatives. If you are experiencing short term technical issues, please email the instructor about the nature of the issue and the expected delay.
- Virtual office hours are intended to answer personal and private questions. If you have questions that the entire class would benefit from, please raise these questions during synchronous seminars or via the online forums. The instructor will record a short “announcements” segment with each lecture to discuss (non personal) questions received from students and other class materials (such as assignments or related events)
- Email policy: Emails will be returned within 48 hours (if you don’t receive a reply within 48 hours, please send a “reminder” message). You must use your Carleton email at all times for any course related correspondence. Please put the course title as the subject of your email (ie WGST 2801). Use full sentences and formal (rather than email) language. Do not send emails regarding course grades until 48 hours have passed following the receipt of your grade.

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).

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/>

Class Format

Course Activity	Date	Duration per week	Notes
Online Lectures (posted)	Tuesdays	90 mins (approx.) These videos will be posted in short 10-15 segments.	Students will watch video lectures posted by professor.
Online Class Meeting	Thursdays	45 mins. X 7	Students will meet with Professor each Thursday evening at 7pm
Online Groupwork	Thursdays	45 mins X 6	Students will meet with their groups to prepare for group projects following the

			online class meeting.
Analytic Assignments	Due Fridays @ midnight	2 hrs.X 3	Students will engage in analytic exercises posted by the professor. Exercises are graded as pass or fail.
Online Office Hours	Thursday evenings or through appointment 6-7pm		Office Hours are not mandatory but students may use this time to have a conversation about course material or assessment.
Online Discussion Forum	Ongoing		Students will be asked to participate in an online discussion forum.
Group Presentations/Review	August 13 th , 2020	10 minutes per presentation/120 minutes to watch and comment on your colleagues' presentations.	Students will present their final projects and a review of the coursework in prep for the take-home exam.

Assessment

Assignment	Percentage	Due Date	Notes
Participation in class and in discussion forums	20%	Ongoing	
Analytic Assignments (three in total)	30%	#1 is due: July 17 th , 2020 #2 is due: July 31 st , 2020 #3 is due: August 7 th , 2020	These assignments are pass or fail.
Group Project on Pandemic Activism	20%	Presentations on August 13 th , 2020.	This is a two-part assignment including a presentation, a written self-

			assessment. Presentations will be made to the class.
Take-home Final Exam	30%	August 23 rd , 2020.	The questions will be posted on August 15, 2020.

Participation: Students will be asked to attend Zoom meetings and breakout groups every Thursday at 7pm until 8:30pm. Students will be given the opportunity to ask questions and discuss course concepts and interact with their colleagues in small groups. An online forum will also be introduced for writing responses to the readings. Keep in mind the etiquette guidelines when participating in discussions and forums.

In-class Meeting Dates	Times
July 2 nd , 2020	7pm on Zoom (link and password provided in CULearn)
July 9 th , 2020	7pm on Zoom (link and password provided in CULearn)
July 16 th , 2020	7pm on Zoom (link and password provided in CULearn)
July 23 rd , 2020	7pm on Zoom (link and password provided in CULearn)
July 30 th , 2020	7pm on Zoom (link and password provided in CULearn)
August 6 th , 2020	7pm on Zoom (link and password provided in CULearn)
August 13 th , 2020	7pm on Zoom (link and password provided in CULearn)

Analytic Assignments. The analytic assignments are much like reflections on class readings. I have asked some prompting questions to get you thinking critically about the course content. These assignments will give you the opportunity to reflect more deeply on some of the readings and also apply some of the concepts learned throughout the course.

Each assignment is worth 10% of the final grade and is marked with **pass or fail**. Students must complete the assignment and demonstrate understanding of the task in order to receive a passing grade. Submissions that are completely off-topic or do not follow proposed topics will not be considered. There are three analytic assignment that are outlined in the course and all should be submitted.

Assignment #1

Consider the CBC, Stanley and Valiani (Roy and Valenti) readings that were assigned during the first week of class. In a 1-1.5 page journal entry, please consider the following three questions.

This assignment is worth 10% and is based on a pass or fail assessment. **Due: July 17th, 2020.** Assignments are submitted online through CULearn.

1. What are the different ways in which the pandemic has allowed us to think about global collective futures?
2. How do these authors see the pandemic as an obstacle to enact social justice? How do they see the pandemic as an opportunity to enact social justice?

Analytic Assignment #2

All the single ladies....

American commentators, Rebecca Traister, Kate Bolick and Dr. Brittney Cooper have written about the growing trend of women choosing to stay single instead of entering into heterosexual marriage. Students are asked to consider the way in which feminist activism has encouraged the reframing of the institution of marriage as a “necessity” component of *love* and *happiness*. Choose **at least ONE** of the following authors and write a reflection on single women as a potent political force. Drawing on the readings and lecture of class #5, consider if the narrative of singledom leave certain women and feminists out? The reflection should be **1-1.5** pages in length. **Due: July 31st, 2020.** Assignments are submitted online through CULearn.

Questions to consider:

1. How does the author situate herself in relation to the institution of marriage? Did the author always think the same way about marriage or did it evolve over time?
2. According to the author(s), what are the benefits and drawbacks of heterosexual marriage?
3. What is the relationship between heterosexual marriage and definitions of “happiness”?
4. Do you agree or disagree that staying single is a radical or activist position?

Assignment #3:

Public Feelings

This assignment asks you to apply your understanding of public feelings to some of the readings/art projects that have been examined in the course. Choose a feminist movement and examine its main slogans or tactics in relation to the deployment of public feelings. Consider the audience of the movement and if its goals are inclusive. Write a 1-1.5 reflection examining if and how the activist movement discusses or employs the language of “feeling.” **Due: August 7th, 2020.** Assignments are submitted online.

NOTE: Topics should NOT be duplicated. You cannot use the same movement for this assignment AND the final assignment.

Consider:

1. What is the movement that you wish to examine? Provide some background about the movement’s formation.
2. What is the goal of the social movement?

3. Who are the organizers? Or the participants?
4. Does the social movement engage with public feelings? What are feelings are discussed (hope, anger, trauma, love)?
5. How does the deployment of feeling shape the movement?

Group Project on Pandemic Activism:

Students will work in groups of five assigned by the professor on the first week of class. Students will choose an example of a mutual aid project or an example of virtual activism that was active during the COVID-19 pandemic. Each group will put together a short 10 minute presentation that will provide background on the mutual aid or the virtual movement to the entire class. Groups should be prepared to answer questions about the organization or the movement. If the group intends to use powerpoint (or other formats), the presentation must be emailed to the professor in advance so the screen can be shared. A one page self assessment of the experience of working in a group virtually is also due the same day and can be submitted online at CULearn. The presentations will be given on **Thursday, August 13th, 2020, beginning at 7pm.**

Examples

Kpop Fandom on Twitter
Aunties Sewing Squad
OttawaSupport.ca

Things to Consider for the presentation:

What is the project or the movement you will be examining? What are their goals?
Is the project managed by a formal organization or established through community networks?
Who are the architects of the project or movement?
How does the project or movement employ feminist thought and praxis?
Does the movement have any critics? How is the movement criticized?

Questions for Self-Assessment:

1. Describe your experience working with a group in an online forum. What were some of the highlights?
2. How did you make decisions in the group?
3. How were you able to support each other?
4. What emerged as the strengths, obstacles and challenges for your group?
5. Were you satisfied with the group's final presentation?

Final Take-home Exam:

The final take-home exam will consist of two essay questions. Students will be asked to answer each question in 2-3 double spaced pages. The final exam will be posted on **August 15th, 2020** and it will be due the last day of exams which is **August 23rd, 2020**. This deadline is firm and I am unable to accept submissions after this date.

Readings are available online through Ares (located in CULearn)

Summary of Weekly Readings

Class #1

Thursday, July 2nd, 2020
Introduction to key concepts of the course.

Class #2

Tuesday, July 7th, 2020

Activism, the Global Pandemic and the Future

Wherry, Aaron. One country, two pandemics: what COVID-19 reveals about inequality in Canada. *CBC News*. 13 June 2020.

<<https://www.cbc.ca/news/politics/pandemic-covid-coronavirus-cerb-unemployment-1.5610404>>

Valiani, S. 2020. Covid-19 and Patriarchy in the International Year of the Nurse and Midwife. *The Bullet*. 16 June 2020.

<https://socialistproject.ca/2020/06/covid19-patriarchy-international-year-of-nurse-midwife/>

Robinson, Kim Stanley. 2020. The Coronavirus is Rewriting Our Imaginations. *The New Yorker*.

<https://www.newyorker.com/culture/annals-of-inquiry/the-coronavirus-and-our-future>

Valenti, Jessica. 2020. “Not everyone will get through this: Those optimistic platitudes ignore the very real disparities this virus is exposing”, GenMedium.com. 7 Apr 2019.

< <https://gen.medium.com/not-everyone-will-get-through-this-40f9d6621eda>>

Activists turn Rio’s Copacabana beach into symbolic COVID-19 ‘graveyard’. *The Globe and Mail*.

<https://www.theglobeandmail.com/world/video-activists-turn-rios-copacabana-beach-into-symbolic-covid-1/?fbclid=IwAR2slFHP4uYVnBZqrxVWLXW7v-4v-EoNqTYCNaGcc4EzkwL8AmzB-LR9vto>

Suggested:

Roy, Arundhati. 2020. The Pandemic is a Portal. *Financial Times*.

< <https://www.ft.com/content/10d8f5e8-74eb-11ea-95fe-fcd274e920ca>>

Class #3

Thursday, July 9th, 2020

Care and Mutual Aid

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

Tolentino, Jia. 2020. What Mutual Aid can do during a Pandemic. *The New Yorker*. 11 May 2020. < <https://www.newyorker.com/magazine/2020/05/18/what-mutual-aid-can-do-during-a-pandemic>>

Marxist Feminist Collective. 2020. On Social Reproduction and the Covid-19 Pandemic: Seven Theses. *Spectre*. 3 April 2020.

< https://spectrejournal.com/seven-theses-on-social-reproduction-and-the-covid-19-pandemic/?fbclid=IwAR3NTfBUwjbLzJ0u9qMDJFGsSOkGpkX-Xyk9QVE-a1X55Ice10ymw14_Ys>

Asian American Feminist Collective. *Asian-American Feminist Antibodies: Care in the Time of Coronavirus*.

https://static1.squarespace.com/static/59f87d66914e6b2a2c51b657/t/5e7f9fed14477f68e730b2fd/1585422360678/AAFC_CareintheTime_Printable.pdf

Class #4

Tuesday, July 14th, 2020

Decolonizing Feminist Activism

Arvin, Maile, Eve Tuck, and Angie Morrill. 2013. "Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy." *Feminist Formations* 25 (1): 8-34.

Secret Feminist Agenda Podcast. Episode 2.6: Alicia Elliot: Capitalism and Colonialism (approx. 60 mins)

<https://secretfeministagenda.com/2018/02/23/episode-2-6-capitalism-colonialism-is-killing-us-all-with-alicia-elliott/>

Alicia Elliot is the author of the 2019 release: *A Mind Spread Out on the Ground* (Doubleday Canada)

The transcript for the episode can be found here:

<https://secretfeministagenda.files.wordpress.com/2018/11/episode-2-6-capitalism--colonialism-is-killing-us-all-with-alicia-elliott.pdf>

Suggested:

Walia, Harsha. (2012). Moving Beyond a Politics of Solidarity toward a Practice of Decolonization. Briarpatch Magazine. 1 Jan 2012.

< <https://briarpatchmagazine.com/articles/view/decolonizing-together>>

LaRocque, Emma. 2007. "Métis and feminist: Ethical reflections on feminism, human rights and decolonization." In *Making space for Indigenous feminism*, ed. Joyce Green, 53-71. Black Point: Fernwood Publishing.

Class #5

Thursday, July 16th, 2020

Who gets to act feminist?

Garza, Alicia. 2016. A Herstory of the #BlackLivesMatter Movement. In Janell Hobson (Eds), *Are All the Women Still Whites? Rethinking Race, Expanding Feminism*. State University of New York Press.

I Weigh with Jameela Jamil, Episode #10: Alok Vaid-Menon (1:07 mins)

<https://www.earwolf.com/show/i-weigh-with-jameela-jamil/>

No transcript is available for this podcast but Alok's website contains many of their artistic works and writings: <https://www.alokvmenon.com/>

Strike, Anne Wafula. "Disabled women see #MeToo and think: what about us?", *The Guardian*. 8 Mar 2018. < <https://www.theguardian.com/commentisfree/2018/mar/08/disabled-people-metoo-womens-movement-inclusion-diversity>>

Tovar, Virgie. 2018. "Fatphobia is the New Language of Classism and Racism", *You have the right to remain fat*. (p. 75-88). New York: First Feminist Press.

Suggested:

Hunt, Sarah and Cindy Holmes. 2015. "Everyday decolonization: Living a decolonizing queer politics." *Journal of Lesbian Studies* 19:154-172.

Class #6

Tuesday, July 21st, 2020

Beauty and Anxiety?

Elias, Ana, Gil, Rosalind, Scharff, Christina. 2017. "Beauty is a Feminist Issue"; "The (Re)turn to Beauty"; Intersectional and Transnational Beauty"; "Surveillance" in *Aesthetic Labour: Rethinking Beauty Politics in Neoliberalism*. (p.6-16). London: Palgrave MacMillan.

Cottom, Tressie M. 2019. "In the Name of Beauty", *Thick: And other Essays*. (p.35-72) London and New York: The New Press.

Nugent, Alida. 2015. "Your Beauty is Magic: On my Loving Face", *You Don't Have to Like Me: Essays on Growing Up, Speaking Out, and Finding Feminism*. (p.51-67). New York: Plume.

Suggested:

Koul, Scaachi. 2017. Some of your Fave Skin Care Companies sell Skin Lightening Products. *BuzzFeed News*. 10 Oct 2017.

< <https://www.buzzfeednews.com/article/scaachikoul/doves-gaffe-is-part-of-a-history-of-racist-beauty-marketing>>

Zeisler, Andi. 2016. Chapter 5: Our Beyoncé's, Ourselves: Celebrity Feminism. *We Were Feminist Once: From Riot Grrrl to CoverGirl®, the Buying and Selling of a Political Movement*. Public Affairs.(p. 111-137).

Class #7

Thursday, July 23rd, 2020

Marriage, Happiness and Staying Single

Ahmed, Sara. "Why Happiness, Why Now?", *The Promise of Happiness*. (1-20). Durham and London: Duke University Press.

Traister, Rebecca. 2017. The Power of Being Single. *Simplify Podcast*. (approx. 31 mins).

Transcript and Podcast available here: <https://www.blinkist.com/magazine/posts/rebecca-traister-the-power-of-being-single-transcript>

Bolick, Kate. 2011. All the Single Ladies. *The Atlantic*.<
<https://www.theatlantic.com/magazine/archive/2011/11/all-the-single-ladies/308654/>>

OR

Design Matters Podcast. 2016. <<https://designobserver.com/feature/kate-bolick/39249/>> (45 minutes)

Cooper, Brittney. 2010 (updated 2017). All the Single Ladies: Thoughts on the Black Marriage Dilemma. *Huffington Post*. 18 Mar 2010.
< https://www.huffpost.com/entry/all-the-single-ladies-tho_b_420262>

Class #8

Tuesday, July 28th, 2020

Trauma and Arts-Based Activism

Samra Habib. 2019. *We Have Always Been Here: A Queer Muslim Memoir*. Penguin Canada. (excerpt)

<https://queermuslimproject.tumblr.com/> (photography)

Vivek Shraya. 2018. *I'm Afraid of Men/Men are Afraid of Me*. Penguin Canada. (p. 1-11; 59-85) (writing)

<https://vivekshraya.com/>

Hinsliff, Gaby. 2020. "The rapist is you!": why a Chilean protest chant is being sung around the World. *The Guardian*. 3 Feb. 2020.

< <https://www.theguardian.com/society/2020/feb/03/the-rapist-is-you-chilean-protest-song-chanted-around-the-world-un-iolador-en-tu-camino>>

(dance)

Secret Feminist Agenda. Episode 4.22: Disability Art is the Last Avant-Garde with Sean Lee

< <https://secretfeministagenda.com/2020/06/12/episode-4-22-disability-art-is-the-last-avant-garde-with-sean-lee/> Transcript and Podcast available at this link.

(visual art and curation)

Suggested:

Million, Dian. 2013. "Trauma, Power and the Therapeutic: Speaking Psychotherapeutic Narratives in an Era of Indigenous Human Rights", *Reconciling Canada: Critical Perspectives on the Culture of Redress*. Jennifer Henderson and Pauline Wakeham (eds). (p.159-180). Toronto: University of Toronto Press.

Class #9

Thursday, July 30th, 2020

Anger in the Streets

Hobson, Emily K. "Limp Wrists and Clenched Fists: Defining a politics and hitting the streets", *Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left*. (p. 69-97). Oakland: University of California Press.

Chemaly, Soraya. 2019. "How women and minorities are claiming their right to rage," *The Guardian*. 11 May 2019.

<<https://www.theguardian.com/lifeandstyle/2019/may/11/women-and-minorities-claiming-right-to-rage>>

Lorde, Audre. 1981. "The Uses of Anger: Women Responding to Racism," *BlackPast*. 12 August 2012.

<<https://www.blackpast.org/african-american-history/speeches-african-american-history/1981-audre-lorde-uses-anger-women-responding-racism/>>

Suggested:

Solnit, Rebecca. 2019. "All the Rage", *Who's Story is This: Old Conflicts, New Chapters*. (p. 103-112). Chicago: Haymarket Books.

Class #10

Tuesday, August 4th, 2020

Relief and Mutual Aid

O'Donnell, Kelly Suzanne. 2017. Reproducing Jane: Abortion Stories and Women's Political Histories. *Signs: Journal of Women in Culture and Society*. 43 (1): 77-96.

Shout Your Abortion Campaign

< <https://shoutyourabortion.com/>

West, Lindy. "After my abortion I felt relieved—and I'm in the majority", *Salon.com*.

< <https://www.salon.com/2018/11/01/after-my-abortion-i-felt-relieved-and-im-in-the-majority/>>

Class #11

Thursday, August 6th, 2020

Love of Self and Others

Gilpin, Erynne. 2018. "From a place of love", *Everyday Acts of Resurgence: People, Places, Practices*. Jeff Corntassel, Taiaiake Alfred, Noelani Goodyear-Ka'ōpua, Noenoe K. Silva, Hokulani Aikau, Devi Mucina (Eds.), p. 49-52.

Taylor, Sonya Renee. 2018. Making Self-Love Radical. *The Body is Not an Apology*. (p. 1-24). Oakland: Berrett-Koehler Publishers.

Kelly, Kim. 2020. "Loving a Black person isn't the same as fighting for black lives", *Mic.com*. 12 June 2020.

https://www.mic.com/p/loving-a-black-person-isnt-the-same-as-fighting-for-black-lives-22979263?utm_campaign=mic&utm_content=1592140361&utm_medium=owned&utm_source=facebook&fbclid=IwAR3GC0V4CER0TPEA5H5dTr0fFvmuFSoXz2Qe5tucu3E5La_fpeG5BBWaGqA

Baker, Jes. "Loving your Body will Change the World," *Things No One will Tell Fat Girls: A Handbook for Unapologetic Learning*. (p. 217-222). Berkeley: Seal Press.

Class #12

Tuesday August 11th, 2020

Just Futures

Williams, Jamillah Bowman, Lisa Singh, Naomi Mezey. 2019. "#MeToo as Catalyst: A Glimpse into 21st Century Activism", *University of Chicago Legal Forum*. Article 22.

Wong, Diane. 2019. "Shop Talk and Everyday Sites of Resistance to Gentrification in Manhattan's Chinatown." *WSQ: Women's Studies Quarterly*. 47 (1&2): 132-148.

The Canadian Press. 2020. Migrant Workers hold virtual rally seeking full immigration status in Canada. *The Star*. 14 June 2020.

https://www.thestar.com/news/gta/2020/06/14/migrant-workers-hold-virtual-rally-seeking-full-immigration-status.html?fbclid=IwAR1LR8_W83SM7nIZ-WToxb1uC31sX-DsnK6JnZZkfCrR7DGxkrHCWNACKvI

Class #13

Thursday, August 13th 2020

Presentations and Groupwork