

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

**WGST 4812/5902B: *Feminist Pedagogy and Community Mobilization***

**Tuesday / 11:30-2:30**

**Location: *Paterson Hall 234 (confirm on Carleton Central)***

**Instructor: Nadia Abu-Zahra**  
**Email: [nadia.abuzahra@carleton.ca](mailto:nadia.abuzahra@carleton.ca)**  
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**Phone: (613) 520-2600 ext. 6644**  
**Office Hours: Tuesday / 2:30-4:00**

*\* This outline is preliminary and subject to change*

### **COLLECTIVE AIMS**

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- Promoting healthy and balanced ways of knowing, being and doing. Reflecting on structural inequalities in or around learning environments, and their consequences for collective engagement, coping, and interpersonal relations.
- Learning about how collectives are formed, how they organise, and the deep questions that arise in the process. Experiencing or learning about the process of contributing to an organization, network, or group of individuals dedicated to community, social justice, or other similar activity. Following a “start in my own backyard” approach or one of allyship.
- Learning in (and about) ways that are experience-based, empowering, inclusive, and socially and personally transformative. Reflecting on learning experiences in the past, present and future.

### **PERSONALISED AIMS**

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In choosing and planning individual and/or collective work in the course, consider which of the following skill sets – or others – would be ideal to pursue:

- Literature review, document analysis, question development, secondary research, publication-level writing, and presenting or discussing information.
- Navigating coping tools in community organising (like self-care, counselling, goal-setting, referral systems, network-building, etc.).

- Public communication / journalistic / information technology to communicate concerns and issues.
- Teamwork and interpersonal communication, particularly in contexts and/or situations of broader structural violence (i.e. inequality).
- Advocacy and strategic planning for campaigns or collective action in community organising and social movements.

## WAYS OF LEARNING

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*Open discussion or group work* – participation is encouraged and not graded; this may include in-person activities, such as: <https://toolbox.hyperisland.com/>

*Student presentations* – sharing work with the class individually or in partners or groups; this could be in the form of a skit, video, song, activity, spoken word, etc.; it may or may not include in-person activities, or digital tools, i.e. photographs, text, video, audio, and/or diagrams that tell a story or depict a concept

*Guest speakers* – authors, academics and others directly involved in the topics and contexts under discussion

*Collaborative Indigenous Learning Bundles* – more information on these can be found here: <https://carleton.ca/edc/carleton-university-collaborative-indigenous-learning-bundles-cucilb/>

*Open educational resources* – from the Community Mobilization in Crisis project, <http://cmic-mobilize.org/materials/english-modules/>

*Journal* – to help write the short reflection piece over ten weeks, keep a journal on your hopes, fears, aspirations, why you joined the course, what you learned (and taught others), how you transformed (and others), what the readings meant to you, and ideas for the future. The journal is yours alone and is not submitted or graded.

*Carleton University Art Gallery (CUAG) Visit* – Featuring the work of KC Adams, Deanna Bowen, Roxana Farrell, Bushra Junaid, Amy Malbeuf, Meryl McMaster, Cheyenne Sundance and Katherine Takpannie, *They Forgot That We Were Seeds* uses foodways, as curator Kosisochukwu Nnebe writes, to re-imagine the history of Canada as a settler-colonial state, placing Black and Indigenous women at the centre of an effort to construct a counter-archive. Sugar, salt and cod take on layered meaning as the histories of labour, displacement and adaptation they contain are excavated. Touching on issues of land, migration, and food justice and sovereignty, the exhibition offers a glimpse into decolonial and sustainable futurities rooted in Indigenous worldviews; here, Black and Indigenous women are more than just the seeds that history has tried to bury—they represent deep roots and a harvest more plentiful than we could ever imagine.

## LEARNING PORTFOLIO

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Sharing the Idea(s)	25 %	Week 4: Tuesday January 28
Writing the Idea(s)	40 %	Week 8: Tuesday February 25
Reflection Piece	35 %	Week 10: Tuesday March 10

\* Any or all of the above can be done individually or as group work – your choice. Expectations will differ appropriately – to be detailed later in marking schemes.

The Idea(s): Do you have an idea for change? The aim in the project is to “start in your backyard” and consider aspects of knowledge that you hold from experience, familiarity, and involvement. What means something to you? In what subject or on what issue might you consider yourself knowledgeable? What have you faced as a challenge or strength?

Think about whom you might consult on the idea, consider how this individual or these individuals might be engaged in planning your work. If they choose to work with you, what aspirations might they have for your work together? How are you accountable to that person or those persons? How does your work follow the path of the “good-life”: wholeness, balance, relationships, harmony, growth, healing, respect, sharing (Cree teachings; Hart 2007)?

Sharing the Idea(s): On January 28, share with the class through either a presentation, or skit, video, song, activity, spoken word, etc.; it may or may not include in-person activities, or digital tools, i.e. photographs, text, video, audio, and/or diagrams that tell a story or depict a concept.

Writing the Idea(s): To prepare a 3,000-word narrative (plus references) on the idea, search the literature on the broader issues this idea addresses, at the structural and personal levels. Comb the literature on inspirations. Feel free to include the readings in this course. Write about your personal connection (your backyard, or how you work in allyship).

Reflection Piece: To prepare a 1,500-word narrative (plus references), keep a journal over the first ten weeks, on your hopes, fears, aspirations, why you joined the course, what you learned (and taught others), how you transformed (and others), what the readings meant to you, and ideas for the future.

Beyond these broad instructions, please see the marking schemes for details required in sharing and writing the idea(s), as well as the reflection piece.

Creative Expressions: In preparation for the last day of class, we can think of ways our “learning portfolio” of the above three elements (sharing the idea, writing the idea, and the reflection piece) might continue beyond the course. Might we pool writings to submit a group piece for a peer-reviewed publication? Or write song lyrics to sum up and share an idea for change? Or simply share written works? How does what we learn or create extend beyond the course – for or with whom or what, why, and in which creative ways?

## SCHEDULE

DATE	TOPIC	GUEST	READINGS	DUE
<b>Part 1: Building Collectives</b>				
Week 1 T Jan 7	Introductions			
Week 2 T Jan 14	Relational accountability		First Nations Pedagogy Online 2009 Hart 2007 hooks 1994	
Week 3 T Jan 21	Critical Digital Pedagogy and Learning Together	Diana El Richani	Bishop 2015 Ch. 5 CMIC 2020	
Week 4 T Jan 28	--Sharing the Idea(s)--			Sharing the Idea(s)
<b>Part 2: Learning and Allyship</b>				
Week 5 T Feb 4	Engaging with Indigenous Communities		Horn Miller and McGregor 2018 Wilson 2008	
Week 6 T Feb 11	Teaching Community: Educational Practices in Informal Spaces	Emily Wills	Wills 2019 CMIC 2020	
Week 7 T Feb 18	Winter Break			
Week 8 T Feb 25	Allyship	Nour Atallah	Bishop 2015 Ch. 8	Writing the Idea(s)
Week 9 T Mar 3	Indigenous Environmental Relations		Todd and Dumont 2018	
<b>Part 3: Transformations</b>				
Week 10 T Mar 10	Solidarity in Learning Environments	Trycia Bazinet	Mountz et al 2015 Tomiak 2016	Reflection Piece
Week 11 T Mar 17	Mobilisation	Cathy Mulroy	Mulroy 2019	
Week 12 T Mar 24	Decolonial Art, Learning, and Futures	CUAG Visit	hooks 2003 Srivastava 2018	
Week 13 T Mar 31	Creative Expressions			

## READINGS

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### PART 1: BUILDING COLLECTIVES

#### January 7 – Introductions

#### January 14 – Relational Accountability

First Nations Pedagogy Online. 2009. *Talking Circles*.

<http://firstnationspedagogy.ca/circletalks.html>

Hart, Michael Anthony. 2007. *Cree Ways of Helping: An Indigenist Research Project*. Doctor of Philosophy Thesis in Social Work. Winnipeg: University of Manitoba, pp. 48-62.

hooks, bell. 1994. *Teaching to Transgress: Education as the Practice of Freedom*. New York/London: Routledge. Pp. 8-12, 40-44.

#### January 21 – Critical Digital Pedagogy and Learning Together

Facilitator: Diana El Richani

Bishop, Anne. 2015. *Becoming an Ally: Breaking the Cycle of Oppression in People*, 3rd Edition. Black Point, Canada: Fernwood, Chapter 5: Understanding Different Oppressions, pp. 60-75.

CMIC – Community Mobilization in Crisis. 2020. *English Materials*. Retrieved December 9, 2019 from <http://cmic-mobilize.org/materials/english-modules/>

- Please complete activities and e-portfolio questions for three “objects”: Who Has Knowledge?, Leadership, and Identities and Allyship.

#### January 28 – Sharing the Idea(s)

### PART 2: LEARNING AND ALLYSHIP

#### February 4 – Engaging With Indigenous Communities

Wilson, Shawn. 2008. *Research Is Ceremony: Indigenous Research Methods*. Black Point, NS: Fernwood Publishing. Pp. 100-125.

Horn-Miller, Kahente and McGregor, Amelia. 2018. *Carleton University Collaborative Indigenous Learning Bundle on Engaging with Indigenous Communities*. Kahnawake and Ottawa: Carleton University. Available on cuLearn.

#### February 11 – Teaching Community: Educational Practices in Informal Spaces

Facilitator: Emily Wills

Wills, Emily. 2019. *Arab New York: Politics and Community in the Everyday Lives of Arab Americans*. New York: New York University Press, Chapter 3, pp. 63-81.

CMIC 2020, please complete: Critical Thinking, Communal Support, and Pick a Model.

## **February 18 – Winter Break (no class)**

### **February 25 – Allyship**

Facilitator: Nour Atallah

Bishop, Anne. 2015. *Becoming an Ally: Breaking the Cycle of Oppression in People*, 3rd Edition. Black Point, Canada: Fernwood, Chapter 8: Becoming an Ally, pp. 109-122.

## **March 3, 2020 – Indigenous Environmental Relations**

Todd, Zoe and Dumont, Albert. 2018. *Carleton University Collaborative Indigenous Learning Bundle on Indigenous Environmental Relations*. Kitigan Zibi and Ottawa: Carleton University. Available on cuLearn.

## **PART 3: TRANSFORMATIONS**

### **March 10, 2020 – Solidarity in Learning Environments**

Facilitator: Trycia Bazinet

Mountz, Alison, Bonds, Anne, Mansfield, Becky, Loyd, Jenna, Hyndman, Jennifer, Walton-Roberts, Margaret, Basu, Ranu, Whitson, Risa, Hawkins, Roberta, Hamilton, Trina, and Curran, Winifred. 2015. For Slow Scholarship: A Feminist Politics of Resistance Through Collective Action in the Neoliberal University. *ACME: An International E-Journal for Critical Geographies*, 14(4): 1235-1259.

Tomiak, Julie. 2016. Unsettling Ottawa: Settler Colonialism, Indigenous Resistance, and the Politics of Scale. *Canadian Journal of Urban Research*, 25(1): 8-21.

### **March 17, 2020 – Mobilisation**

Facilitator: Cathy Mulroy

Mulroy, Cathy. 2019. *My View from the Blackened Rocks*. Victoria, BC: TellWell Talent, chapters TBC.

## **March 24, 2020 – Decolonial Art, Learning, and Futures**

hooks, bell. 2003. *Teaching Community: A Pedagogy of Hope*. New York/London: Routledge. Pp. 41-49, 127-137.

Srivastava, Sarita. 2018. There's More Than One Way to Save a Baby: Navigating Activism and Anti-Racism. In Dean, Amber, Johnson, Jennifer L., and Luhmann, Susanne (eds.), *Feminist Praxis Revisited: Critical Reflections On University-Community Engagement*, pp. 55-72. Waterloo, ON: Wilfrid Laurier University Press.

## **March 31, 2020 – Creative Expressions**

### Suggested readings for the course\*:

- Abu-Zahra, Nadia, El Richani, Diana and Wills, Emily. 2019. Post-Secondary Education in and Beyond Forced Migration Contexts: The Community Mobilization in Crisis Project. *Oxford Monitor of Forced Migration*, 8(1): 81-88.
- Dean, Amber. 2018. Colonialism, Neoliberalism, and University-Community Engagement: What Sorts of Encounters with Difference Are Our Institutions Prioritizing? In Dean, Amber, Johnson, Jennifer L., and Luhmann, Susanne (eds.), *Feminist Praxis Revisited: Critical Reflections On University-Community Engagement*, pp. 23-37. Waterloo, ON: Wilfrid Laurier University Press.
- Francis, Margot. 2018. Interrogating Feminist Praxis Inside the Classroom: "Storying Up" Race, Indigeneity, and Alliance-Building. In Dean, Amber, Johnson, Jennifer L., and Luhmann, Susanne (eds.), *Feminist Praxis Revisited: Critical Reflections On University-Community Engagement*, pp. 131-146. Waterloo, ON: Wilfrid Laurier University Press.
- Grande, Sandy. 2007. Red Pedagogy: Indigenizing Inquiry or, the Un-methodology. In Denizen and Giardina (eds.). *Decolonizing the Politics of Knowledge: Ethical Futures in Qualitative Research*, pp. 133-143. Walnut Creek, CA: Left Coast Press.
- Ichiyo, Muto. 2018. Towards the Autonomy of the People of the World: Need for a New Movement of Movements to Animate People's Alliance Processes, pp. 448-463 in Jai Sen (ed.) *The Movements of Movements, Part 2: Rethinking Our Dance*. Oakland, CA: PM Press and New Delhi: OpenWord.
- Kajner, Tania, Fletcher, Fay, and Makokis, Pat. 2012. Balancing Head and Heart: The Importance of Relational Accountability in Community-University Partnerships. *Innovative Higher Education*, 37(4): 257-270.
- Kovach, Margaret. 2009. *Indigenous Methodologies: Characteristics, Conversations and Contexts*. Toronto: University of Toronto Press, Chapter 8: Doing Indigenous Research in a Good Way - Ethics and Reciprocity.
- Kuyek, Joan. 2011. *Community Organizing: A Holistic Approach*. Halifax and Winnipeg: Fernwood.
- Little Bear, Leroy. 2000. Jagged Worldviews Colliding. In Battiste, Marie. *Reclaiming Indigenous Voice and Vision*, pp. 77-85. Vancouver: University of British Columbia Press.
- Muzak, Joanne. 2018. Feminist Praxis and Community Service-Learning in Canada's Changing Non-Profit Sector. In Dean, Amber, Johnson, Jennifer L., and Luhmann, Susanne (eds.), *Feminist Praxis Revisited: Critical Reflections On University-Community Engagement*, pp. 39-43. Waterloo, ON: Wilfrid Laurier University Press. \* page range; not full chapter
- Stommel, Jesse and Michael Morris, Sean. 2018. *An Urgency of Teachers: The Work of Critical Digital Pedagogy*. Fredericksburg, Virginia: Hybrid Pedagogy.
- Ngwane, Trevor. 2018. Learning in struggle: An activist's view of the transition from apartheid to democracy in South Africa. In Choudry, Aziz and Vally, Salim (eds.), *Reflections on Knowledge, Learning and Social Movements: History's Schools*, pp. 168-185. London: Routledge.
- Potts, Karen L. and Brown, Leslie. 2015. Becoming an Anti-Oppressive Researcher. In Strega, Susan and Brown, Leslie (eds.), *Research as Resistance: Revisiting Critical, Indigenous and Anti-Oppressive Approaches*, 2<sup>nd</sup> Edition. Toronto, ON: Canadian Scholars Press.

- Settee, Priscilla. 2007. *Pimatisiwin: Indigenous Knowledge Systems, Our Time Has Come*. Doctoral dissertation in Interdisciplinary Studies. Saskatoon: University of Saskatchewan. Pp. 27-44, 53-69 plus 249-266.
- Smith, Keith D. 2014. *Strange Visitors: Documents in Indigenous-Settler Relations in Canada from 1876*. Toronto: University of Toronto Press, pp. xv-xxiv.
- Sullivan, Carla. 2015. *Round Dancing the Rotunda: Decolonizing the University of Ottawa*. Master's dissertation in Geography. Ottawa: University of Ottawa. Pp. ix-13, 54-56, 59-62, 74-78, 99-100, 109-127.
- Suzack, Cheryl. 2015. Indigenous Feminisms in Canada. *NORA – Nordic Journal of Feminist and Gender Research*, 23(4): 261-274.
- Talaga, Tanya. *All Our Relations: Finding the Path Forward*. Toronto: Anansi Press.
- TRC – Truth and Reconciliation Commission of Canada. 2015. *The Survivors Speak*. [http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Survivors\\_Speak\\_2015\\_05\\_30\\_web\\_o.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Survivors_Speak_2015_05_30_web_o.pdf) [choose your own excerpt of the 260 pages]  
Additional resources: <http://www.trc.ca/websites/trcinstitution/index.php?p=3>
- Université de Nous. 2018. *Shared Governance and Working In Circles Guide*. <https://transitionnetwork.org/wp-content/uploads/2018/06/Shared-governance-and-working-in-circles-guide.pdf>
- Wagner, Sally Roesch. 1996. Is Equality Indigenous? The Untold Iroquois Influence on Early Radical Feminists. *On The Issues*, 5(1): 21.
- Wemigwans, Jennifer. 2016. *A Digital Bundle: Exploring the Impact of Indigenous Knowledge Online Through FourDirectionsTeachings.com*. Doctoral dissertation in Social Justice Education. Toronto: University of Toronto, pp. 126-140.

\* Thanks to Professor Tracy Coates for six of these suggestions.

## **INTERNET SOURCES**

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Punch Up Collective: <http://punchupcollective.tumblr.com/upcoming>

OPIRG: <http://opirg-gripo.ca/>

Transition Network: <https://transitionnetwork.org/>

Four Directions Teachings: <http://fourdirectionsteachings.com/>

Freire Project: <http://www.freireproject.org/>

Accompanying Guide to *Community Organizing*: <http://www.fernwoodpublishing.ca/community>

Equitable Education: <http://www.EquitableEducation.ca/>

Sanctuary City: <https://ottawasanctuarycity.ca/>



Canadian Centre for Policy Alternatives (*The Monitor*):  
<https://www.policyalternatives.ca/publications/monitor>

Alternatives to NGOs: <http://www.pavedwithgoodintentions.ca/solidarity>

Community Mobilization in Crisis: <http://cmic-mobilize.org/materials/>

If you wish to add more to this list, please do so!

## **GUEST SPEAKER BIOGRAPHIES**

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**Diana El Richani** is a Lebanese anthropologist based in Ottawa and is currently the Project Manager of the Community Mobilization in Crisis project. She holds degrees in sociology, anthropology, and philosophy, from the American University of Beirut and the University of Ottawa. Her research interests include social movements and community mobilizations in the Middle East, relationships to the state and its apparatuses, and questions on postwar architectures, transitional justice, and colonial power.

**Emily Regan Wills** co-facilitates the Community Mobilization in Crisis project, and is Associate Professor of Comparative and American Politics at the University of Ottawa. Her work focuses around everyday politics, social movements, and transnationalism. She is author of *Arab New York: Words, Politics, and Identities in Everyday Life* (2019, New York University Press). She was born and raised in the United States (in territory taken from the Leni Lenape and Mohawk nations), educated at Yale University and the New School for Social Research, formed in feminist, queer, and anti-war social movements, and is a mother of two.

**Nour Atallah** is the National Communications Advisor for Nurses Without Borders. She is the former director of the Lacolle Asylum-Seeker Reception Centre, which welcomed tens of thousands of asylum seekers in the past three years. Prior to that, Nour worked with the Lac Simon community for several years to coordinate the Health Center Mino-Tehewin's 2018-2023 health plan and external healthcare accreditation, and to serve as the first-ever Director of Human Resources for the Conseil de la Nation Anishnabe de Lac Simon.

**Trycia Bazinet** is a Vanier Scholar and PhD Candidate in Indigenous and Canadian Studies at Carleton University, Ottawa. She is from around La Sarre, Abitibi-Temiscamingue, Québec. Her research, on hydro- and geo-social relations, falls into the field of environmental humanities and affective human geography. It takes place on the territory of the Abitibi8inni, which is located around the Abitibi lake and now divided by the provincial border between Québec and Ontario.

**Cathy Mulroy** is a former copper refinery worker, feminist and union activist from Sudbury. Her memoir, about her thirty years at INCO and her role in the union, is called *My View from the Blackened Rocks*. The book describes what it was like to be one of the first women to work for a giant Canadian mining company in Northern Ontario. It was compiled from notes she kept while she was working, and recounts her experiences as a woman at INCO from 1974-2004. More on the book is here: <http://mulroysview.com/2019/09/30/hello-world/>

### **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](mailto: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/>