

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

**WGST 2800: *Intersectional Identities***  
**Course Page Available on CULEARN**

**Asynchronous Content posted Mondays and Wednesdays**  
**Synchronous Content (online Seminars) Thursdays, 7pm-8:15pm**

**Instructor: Dr. Brittney Anne Bos**  
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**Virtual Office Hours: Tuesdays and Thursdays 6pm-7pm, or by appointment**

**Course Description:** Critical examination of the multiple intersections between gender, as a relation of power and social identity, as these intersect with (neo) colonialism, racism, poverty, ableism and heterosexism in a globalized world.

**Course Format:**

This is a **blended** course with some synchronous content but mostly asynchronous learning materials and assessments.

- Synchronous Content: 1.25hr seminar (6 total) on Thursdays, 7pm-8:15pm
- Asynchronous Content: 1hr lecture video (11 total) posted twice per week (Mondays and Wednesdays)

**Evaluation**

Seminar Participation - 25%

Reflection Questions (3 @ 10%) - 30%

Final Project - 20%

Take Home Exam - 25%

**Participation (25%)**

Participation consists of two equally weighted components: 1) posting either a question or a response on the discussion forum on Tuesdays before 11pm (excluding class 1), and 2) attending synchronous seminars on Thursdays at 7pm. Both posts and attendance are graded individually. Discussion forum posts must include at least one specific reference to a course reading from that week and be posted before the deadline to receive a grade. Students must attend an entire session to receive grades for synchronous seminars. Keep in mind, both discussion forums and synchronous seminars will be viewable to all students. If you feel you may need assistance with participation, please speak to the instructor during office hours at the beginning of the course. **(Please click on "Participation" under the Assignments heading on CULearn to read more)**

### **Reflection Questions (3 x 10%) – Due one week after questions posted**

During each video lecture, the instructor will pose a number of “reflection questions.” You are encouraged to take a few moments to consider every question from your own perspective: for example, think about the readings assigned for the week and how your own life experiences might correspond to the posed question. *For three separate video lectures, you are required to pick a single reflection question and write or record a detailed response.* Written responses should be 2 pages (double spaced) and recorded responses (via video and/or audio) should be approximately 7 minutes in length. Both types of reflections should reference at least one (1) reading and video lecture content. Assignments should follow some organizational structure, with complete sentences and proper grammar; however, some informal language and personal anecdotes are permitted. Responses are due one week after the questions were originally posted at 11:55pm. **(Please click on "Reflection Questions" under the Assignments heading on CULearn to read more).**

### **Final Project (20%) – June 14 2020 11:55pm**

The final project for this course is an analysis of a “creative expression” (such as a novel, painting, song, documentary, slam poetry performance, etc) that draws on both academic and autobiographical perspectives on feminism and intersectionality. You will be required to find at least one “creative expression” to use as a springboard to discuss feminism, intersectionality and elements of your own autobiography. The final project will consist of three interrelated parts: 1) your own understanding/definition of intersectionality; 2) an analysis of your chosen “creative expression”, and 3) a consideration of your own autobiography and how it fits within a discussion of intersectionality. While this assignment will contain personal anecdotes and pronouns, you are required to employ academic conventions, such as proper source citation and essay organization. The final project is 7-8 pages (double spaced) and should draw from numerous academic sources (at least 8). **(Please click on "Final Project" under the Assignments heading on CULearn to read more).**

### **Take Home Exam (25%) – June 25 2020 11:55pm**

The final take home exam for this course is a cumulation of knowledge gained from video lectures and readings. In your take home exam, it will be necessary to reference specific readings assigned during the course and concepts discussed during lecture. If you watch lectures regularly and complete the necessary readings, there is no significant additional work required to complete this exam. The take home exam questions will be distributed on the final day of the course. Until June 18, students can submit questions to ask the instructor, which will then be compiled into a final video; however, no further content-related questions will be answered by the instructor after this time. Questions on the take home exam will include a mixture of definitions/short answers and essay-style long answers. The finished take home exam will be approximately 8 pages (double spaced). Students will be required to submit the take home exam through CULearn. The deadline for the exam is **FIRM**.

### **Class Policy and 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 2800). 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.

### **Readings:**

**It is highly recommended that class readings be completed before watching the corresponding lecture.** Most class readings are available as PDFs on the CULearn page for this course, all of which were downloaded from the Carleton Library electronic journal database. Two additional readings are available as ebooks on the Carleton Library site. There is no textbook or coursepack required for purchase, but students are always encouraged to build their own library with texts they find interesting. Students are required to complete all assigned readings for each class, listed in the readings list and class schedule at the end of this document. Because this course is compressed over six weeks, the required reading is quite dense. Students are encouraged to employ effective reading and note taking techniques to complete all of the readings before watching lectures or attending online seminars. These techniques will be covered in class to ensure that each student is able to come prepared and ready to discuss the issues raised in the readings.

### **Grading Structure:**

- A+    90%-100%                      Outstanding

- A 85%-89% Excellent work
- A- 80% -84% Very, very good work
- B+ 77% - 79% Quite good work
- B 70% - 76% Nice work, few errors
- C+ 67-69% Satisfactory completion of requirements
- C range 60% -66% Requirements fulfilled
- D Range 50-59% Poor work
- F Below 50% Failing

### **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/>

## **Reading List and Class Schedule:**

### **Class 1 – May 5 2020 – Introduction**

*No Readings*

### **Class 2 – May 7 2020 – Defining Intersectionality**

- Kathy Davis. "Intersectionality As a Buzzword: A Sociology of Science Perspective on What Makes a Feminist Theory Successful" *Feminist Theory* 9:1 (2008): 67-85.
- Lisa Bowleg. "When Black + Lesbian + Woman ≠ Black Lesbian Woman: The Methodological Challenges of Qualitative and Quantitative Intersectionality Research" *Sex Roles* 59:5-6 (2008): 312-325.

### **Class 3 – May 12 2020 – Feminist Writing and the Role of Autobiography**

- Pameal Cotterill and Gayle Letherby. "Weaving Stories: Personal Auto/Biographies in Feminist Research." *Sociology* 27:1 (1993): 67-79.
- *Please read a short selection (5-10 pages) of both of these books (available as ebooks through the library):*
  - Audre Lorde. *The Cancer Journals*. 2<sup>nd</sup> Ed. San Francisco: Aunt Lute Books, 1990.
  - Eli Clare. *Exile and Pride: Disability, Queerness, and Liberation*. Durham: Duke University Press, 2015.

### **Class 4 – May 14 2020 – Intersectionality ReDefining Feminism**

- Rachel Thwaites. "Making a Choice or Taking a Stand? Choice Feminism, Political Engagement and the Contemporary Feminist Movement." *Feminist Theory* 18:1 (2017): 55-68.
- Kimala Price. "What is Reproductive Justice? How Women of Color Activists are Redefining the Pro-Choice Paradigm." *Meridians: Feminism, Race, Transnationalism* 10:2 (2010): 42-65.

### **Class 5 – May 19 2020 – Activism on the Internet**

- Jessalynn Marie Keller. “Virtual Feminisms: Girls’ Blogging Communities, Feminist Activism, and Participatory Politics.” *Information, Communication & Society* 15:3 (2012): 429-447.
- Dana Edell, Lyn Mikel Brown, and Deborah Tolman. “Embodying Sexualisation: When Theory Meets Practice in Intergenerational Feminist Activism.” *Feminist Theory* 14:3 (2013): 275-284.

### **Class 6 – May 21 2020 - Trans and Queer Identities**

- Shannon Weber. “Womanhood does not Reside in Documentation: Queer and Feminist Student Activism for Transgender Women’s Inclusion at Women’s Colleges.” *Journal of Lesbian Studies* 20:1 (2016): 29-45.
- Lisa Bowleg. “Once You’ve Blended the Cake, You Can’t Take the Parts Back to the Main Ingredients’: Black Gay and Bisexual Men’s Descriptions and Experiences of Intersectionality.” *Sex Roles* 68:11-12 (2013)L 754-767.

### **Class 7 – May 26 2020 - Nations/Nationalisms/Transnationalisms**

- Patricia Hill Collins. “Like One of the Family: Race, Ethnicity, and the Paradox of US National Identity.” *Ethnic and Racial Studies* 24:1 (2001): 3-28.
- Ranjoo Seodu Herr. “Reclaiming Third World Feminism: or Why Transnational Feminism Needs Third World Feminism.” *Bloomington* 12:1 (2014): 1-30.

### **Class 8 – May 28 2020 - Colonialism**

- Celia Haig-Brown. “Decolonizing Diaspora: Whose Traditional Land Are We On?” *Cultural and Pedagogical Inquiry*, 1:1 (2009): 4–21.
- Bonita Lawrence and Enakshi Dua. “Decolonizing Anti-Racism.” in *Social Justice: a Journal of Crime, Conflict and World Order* 32:4 (2005): 120-43.

### **Class 9 – June 2 2020 – Carleton University Art Gallery Module on Christi Belcourt**

- Christi Belcourt. “Prologue: Waking Dreams: Reflections on Walk with Our Sisters.” In *Keetsahnak/Our Missing and Murdered Indigenous Sisters* Eds Maria Campbell, Kim Anderson and Christi Belcourt. Edmonton: University of Alberta Press, 2018: XI-XVII.
- Stephanie Anderson. “Stitching Through Silence: Walking with Our Sisters, Honoring the Missing and Murdered Aboriginal Women in Canada.” In *Textile: Cloth ad Culture* 14.1 (2016): 84-97.

### **Class 10 – June 4 2020 – Bodies 1: Fatness**

- Catherine Connell. “Fashionable Resistance: Queer “Fa(t)shion” Blogging as Counterdiscourse.” *Women’s Studies Quarterly* 41:1/2 (2013): 209-224.
- Adwoa Afful and Rose Ricciardelli. “Shaping the Online Fat Acceptance Movement: Talking about Body Image and Beauty Standards.” *Journal of Gender Studies* 24:4 (2015): 453-472.

### **Class 11 – June 9 2020 – Bodies 2: (Dis)Abilities**

- Mark Castrodale and Laura Lane. "Finding One's Place to Be and Pee: Examining Intersections of Gender-Dis/ability in Washroom Signage." *Atlantis: Critical Studies in Gender, Culture & Social Justice* 37:1 (2015): 70-83.
- Eli Clare. "Stolen Bodies, Reclaimed Bodies: Disability and Queerness." *Public Culture* 13:3 (2001): 359-365.

**Class 12 – June 11 2020 – Bodies 3: Beauty**

- Wanda Brooks. "'Combing' Through Representations of Black Girls' Hair in African American Children's Literature." *Children's Literature in Education* 46:3 (2005): 296-307.
- Elizabeth Groeneveld. "'Be a Feminist or Just Dress Like One': BUST, Fashion and Feminism as Lifestyle." *Journal of Gender Studies* 18:2 (2009): 179-190.

**Class 13 – June 16 2020 – Class Conclusion**

*No Readings*