

Carleton University
Fall 2018
Pauline Jewett Institute of Women's and Gender Studies

WGST 2800A: Intersectional Identities

Tuesday 12:35 pm – 2:25 pm

Location: Southam Hall 304

Room Subject To Change: Please Confirm on Carleton Central

Instructor: Katharine Bausch

Email: KatharineBausch@Cunet.Carleton.ca

Office: DT 1408

Phone: 613-520-2600 ext.8562

Office Hours: Tuesday 4:00 pm – 6:00 pm

“My feminism will be intersectional or it will be bullshit.” – Flavia Dzodan

Tutorial Leader Contacts:

Course Description: This course explores the concept of intersectionality: what it is; how it has been theorized; and how it has been used and misused. Throughout the term, students will consider intersectionality as a theory, a research method, a social justice framework, and a lived experience. In so doing, students will learn the ways in which gender intersects with other forms of inequality, such as race, sexuality, indigeneity, class, and ability. Emphasis will be on studying the social, historical, geographical, and cultural contexts of intersectional identities.

Course Objectives:

1. Understand the intersection of multiple forms of inequality.
2. Identify the ways in which power relations are embedded in social relations, practices and values in various times and places.
3. Recognize the ways in which individuals and collectives resist multiple forms of inequality.
4. Demonstrate level-appropriate skills in critical thinking, research, and writing that are important and transferrable to future endeavours in higher academic study, employment, community involvement, and engaged citizenship.

Required Course Materials:

Dimaline, Cherie. *The Marrow Thieves* (Markham, Ontario: Dancing Cat Books, 2017).

Other readings are available online or through CuLearn/ARES.

Course Evaluation:

Positionality Reflection	10%	October 2, 2018
Media Analysis	15%	October 30, 2018
In-Class Test	20%	November 13, 2018
Final Paper	25%	December 5, 2018
Thought-Provoking Questions	15%	Ongoing
Tutorial Participation	15%	Ongoing

1. Positionality Reflection

In this 1-2-page reflection, you will consider your own positionality as a critical researcher of intersectional identities. You will consider questions such as: what are my biases?; what subjectivities do I bring to research?; and how do my identities position me? We will discuss this more in class and more details can be found on the assignment sheet on CuLearn.

2. Media Analysis

In this 4-5-page critical review, you will consider *The Marrow Thieves* by Cherie Dimaline using an intersectional analysis. You will need to consider Dimaline's main themes, how they relate to our course material, and whether an intersectional analysis fits the text. More details can be found on the assignment sheet on CuLearn.

3. In-Class Test

This test will take place on November 13, 2018 and will include short answers and an essay question about all material covered in lecture, the readings, and tutorials. We will discuss preparation strategies as we get closer to the date.

3. Final Paper

For your final paper you will do an intersectional analysis of a product that you select from popular culture. This paper will be 5-7 pages long, including a bibliography. More details can be found on the assignment sheet on CuLearn.

4. Thought-Provoking Questions

Each week you should arrive at tutorial with one question about the readings written on a sheet of paper, which you will hand to your TA. This can be about the content of a reading, a question

for discussion, or a link between several readings. This will require that you do your readings carefully. More details can be found on the assignment sheet on CuLearn.

5. Tutorial Participation:

Tutorial attendance and participation are mandatory. All students are expected to do the assigned readings, attend tutorials regularly, and participate. Your attendance/participation mark will be determined based on evidence that you regularly read the assigned material, come to tutorial prepared to engage with that material, and actively participate in discussions. Please keep in mind that your participation is not simply evaluated based on how often or how much you contribute. The *quality and thoughtfulness* of your contributions and your demonstrated respect for others in the discussion will influence evaluation of your attendance/participation grade. If you are uncomfortable speaking up in tutorial, please contact your tutorial leader early in the year to review strategies for participation.

Remember, you cannot achieve “participation” marks for missed tutorials, so consistent attendance is crucial. If illness or other unavoidable issues cause you to miss multiple tutorials you will need to keep me advised of the situation and an accommodation plan can be considered.

Late Policy: The late penalty for all assignments is 5% per day, including weekends. This penalty applies to all late assignments, unless previous arrangements have been made with the instructor or teaching assistant. **Assignments that are handed in more than 14 days late will not be accepted.**

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

Emails:

I am fairly quick at responding to emails. As a general rule of thumb, I will not respond to emails between 6pm and 9am. So if you have a particular question about an assignment you are working on, please make sure you contact me before 6pm the day before it is due.

Before emailing, please consult your syllabus and/or CuLearn especially if your question refers to assignment (page numbers, citation style, etc.) and course logistics (assigned readings, etc.).

Please put the course code in the subject heading and tell me who you are in the email. I have quite a few students this semester and I want to be as helpful as I can, so it helps me if you are clear in your emails about what information you need. Finally, please make sure your questions are email-friendly; more substantive questions should be asked either in class or during my office hours.

Emailed assignments will not be accepted under any circumstances.

Lectures:

Scheduled lectures are held once a week. Careful note taking in lectures is highly recommended. Outlines for the lectures delivered by the course instructor will be available on CuLearn, as will other documents relating to the course (the course syllabus, assignments, notices, and additional learning aids). The lectures themselves will NOT be posted on CuLearn; you must attend the class for the lecture content.

If you must miss a lecture, please do not write the instructor with the question, “Did I miss anything?” You can safely assume that you did miss something, so check CuLearn folder for that week for any learning materials that might be posted from the lecture and check in with a classmate who might discuss with you the lecture material and/or loan you their notes. Be aware, however, that it is not always easy to understand someone else’s notes. You are also always welcome to drop in to the instructor’s office hours (posted on the front of this syllabus) to discuss course content.

During ALL lectures, please save your socializing for outside the lecture theatre, turn off cell phones and anything else that beeps, rings, or sings, and refrain from using any electronic equipment for social purposes (including texting).

REQUEST FOR 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

Please contact your instructor 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made.
carleton.ca/pmc

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 its 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: carleton.ca/sexual-violence-support

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. Please contact your instructor 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>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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.

The instructor reserves the right to discuss any assignment with a student. Make sure that you keep all of your process work.

Classroom Setting:

By its very nature, this course will involve texts and lectures that might be emotionally difficult or stressful for some students. It is part of the mandate of Gender Studies to broach difficult topics with compassion and a view to understanding the world from many perspectives. This process is not always easy, but it is worthwhile. If you would like to discuss any of these topics outside of the classroom setting, please do not hesitate to contact me. I am happy to discuss the course material further with you and help direct you to resources on and off campus, if you feel you need them. I am here to support you through the learning process.

In our classroom, we may disagree, but we never disrespect. You are encouraged to express your opinions and are entitled to your own beliefs but no one's rights to their beliefs may supersede another person's right to security and dignity. Please do not make assumptions about other people's identities or life experiences. Please also provide content warnings if you plan on discussing topics that might be traumatic for other people, including mental health, discriminatory practices, death by suicide, addiction, and abuse, among other things. Be respectful and be self-aware. If you have any questions or concerns, please do not hesitate to speak to the instructor or your TA.

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).****

In the interest of creating a respectful learning environment as well as to protect intellectual copyright, I do not allow audio or video recording of course lectures or presentations in any format, openly or surreptitiously, in whole or in part, without my prior permission. If you would like to record any part of the course, come see me during my office hours and we will talk about it. Please be ready to explain what specifically you would like to record, for what reason (for example, so that you can listen again to a specific lecture to make sure you got all the important

information), and what you plan to do with it afterwards (for example, delete it). Also, please keep in mind that I, Katharine Bausch, hold copyright over the course materials, including the syllabus, lectures and slides, that form part of this course, and that course materials (both paper and digital) are meant only for your private study and research.

Week-by-week schedule:

Lecture One: Tuesday September 11, 2018

Introduction

Fuller, Laurie and Ann Russo, "Excerpt: Feminist Pedagogy: Building Community Accountability," *Feminist Teacher*, vol.26 no. 2-3 (2018): 179-197. **Read from "Building Through Community Circles (183) through "Recognizing That We All Have a Relationship to Being Harmed and Harming" (186)**

Lecture Two: Tuesday September 18, 2018

Intersectionality and Positionality

Tutorials Begin This Week

Lourde, Audre, "The Transformation of Silence into Language and Action," in *Sister Outsider* (Freedom: The Crossing Press, 2004), pp.40-44.

Elliott, Zetta, "Intersectionality: The Next Step in Diverse Books" at <http://www.zettaelliott.com/intersectionality-positionality/>

Listen to: Leanne Simpson read "Leaks" and "Smallpox, Anyone" at <http://arpbooks.org/islands/>

Lecture Three: Tuesday September 25, 2018

Intersectionality as Method, Theory, Practice

Clare, Eli, "Ideology of Cure" in *Brilliant Imperfection* (Durham: Duke University Press, 2017), pp.4-17.

Fellows, M.L. and Razack S., "The Race to Innocence: Confronting Hierarchical Relations Among Women," *Journal of Gender, Race, and Justice* vol. 1, no.2 (1998): 335-352.

Hill Collins, Patricia, "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection," *Race, Sex, and Class* vol. 1, no.1 (1993): 25-45.

Lecture Four: Tuesday October 2, 2018

Femininities, Masculinities

Positionality Reflection Due at the Beginning of Lecture

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

Pascoe, C.J. "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse," *Sexualities* vol. 8, no.3 (2005): 329-346.

Pascoe, C.J., "Who is a Real Man? The Gender of Trumpism," *Masculinities and Social Change* vol. 6, no.2 (2017): 119-141.

**Lecture Five: Tuesday October 9, 2018
Gendered Diversity, Gendered Rights**

Maynard, Robyn, "Misogynoir in Canada: Punitive State Practices and the Devaluation of Black Women and Gender-Oppressed People," in *Policing Black Lives* (Halifax: Fernwood, 2017), pp, 122-148.

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

**Lecture Six: Tuesday October 16, 2018
Colonialism and Indigenous Resurgence**

"The Truth and Reconciliation Commission of Canada," *Honoring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*, pp.1-22 <http://nctr.ca/reports.php>

Lawrence, Bonita, "Gender, Race, and the Regulation of Native Identity in Canada and the United States: An Overview," *Hypatia* (January 9, 2009): <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1527-2001.2003.tb00799.x>

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/>

Tuesday October 23, 2018

Fall Break

No Lecture—No Tutorials

**Lecture Seven: Tuesday October 30, 2018
Media Analysis Due at the Beginning of Lecture
Transnational Connections and "Exotic Tourism"**

Said, Edward, "Introduction," in *Orientalism* (New York: Vintage, 1978), pp.1-28.

Cabeszas, Amalia L., "Tropical Blues: Tourism and Social Exclusion in the Dominican Republic," *Latin American Perspectives* vol. 35, no. 3 (2008): 21-36.

Lecture Eight: Tuesday November 6, 2018
Intersectionality and Interrogating the "Norm"

Irving Painter, Nell, "The Fourth Enlargement of American Whiteness," *The History of White People* (New York: W.W. Norton, 2010), pp.383-396.

Kimmel, Michael, "Manufacturing Rage: The Cultural Construction of Aggrieved Entitlement," in *Angry White Men: American Masculinity at the End of An Era* (New York: Nation, 2013).

Messner, Michael A. "Becoming 100 Percent Straight," in *Inside Sports* Jay Coakley and Peter Donnelly eds. (London: Routledge, 1999), chapter 10.

Lecture Nine: Tuesday November 13, 2018
In-Class Test

No Lecture-No Tutorials

Lecture Ten: Tuesday November 20, 2018
Work

Stiell, Bernadette and Kim England, "Domestic Distinctions: Constructing Difference Among Paid Domestic Workers in Toronto," in *The Gendered Society Reader* Michael Kimmel et al. eds. (Oxford: Oxford University Press, 2012), pp. 281-292.

Tungohan, Ethel, "Debunking Notions of Migrant 'Victimhood': A Critical Assessment of Temporary Labour Migration Programs and Filipina Migrant Activism in Canada," in *Filipinos in Canada: Disturbing Invisibility*, Roland Sintos Coloma et al. eds. (Toronto: Toronto University Press, 2011), pp.161-180.

Lecture Eleven: Tuesday November 27, 2018
Intersectionality and Activism

Chun, J et al., "Intersectionality as a Social Movement Strategy: Asian Immigrant Women Advocates," *Signs* vol. 38, no.4 (2013): 917-940.

Hill Collins, Patricia and Sirma Bilge, "Intersectionality, Social Protest, and Neoliberalism," in *Intersectionality* (Cambridge: Polity, 2016), pp. 136-158.

Lecture Twelve: Tuesday December 4, 2018

Extended Office Hours

No Lecture

No Tutorials

FINAL PAPERS DUE WEDNESDAY DECEMBER 5 by midnight.