

**Carleton University**  
**Fall 2019**  
**Pauline Jewett Institute of Women's and Gender Studies**

**WGST2800A: Intersectional Identities**  
**Lectures: Thursdays 11:35am-1:25pm**  
**Location: Tory Building 340**

\*Room Subject To Change: Please Confirm on Carleton Central\*

**Instructor: Megan Rivers-Moore**  
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**Office Hours: Thursdays 1:30-2:30 (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, presentation, and writing skills that are transferrable to future endeavours in higher academic study, employment, community involvement, and engaged citizenship.

**Course Format:**

Each 2-hour class will consist of a lecture in which the readings are placed in a larger framework. In addition, we will sometimes do small group exercises and in class discussions of the course material. This will allow you to work through challenging concepts and theories, and to apply these theories beyond the classroom. Come prepared to participate and to share your thoughts and questions with the rest of the class. You will also have a tutorial session (1hr/week) where you will have a chance to discuss course readings and lectures further.

### **Tutorials:**

A1 Fridays, 11:35-12:25 Southam Hall 318 – TA TBA

A2 Fridays, 12:35-1:25 Southam Hall 402– TA TBA

A3 Fridays, 1:35-2:25 Southam Hall 403 – TA TBA

### **Readings:**

All texts are available on Ares through the cuLearn site for this course. It is your responsibility to make the time to get and read the material. You are advised to bring readings and/or take extensive notes for discussion in lecture and tutorial.

Please note that films shown in class are considered course texts.

### **Evaluation:**

In class responses (pass/fail, 2% each x 5)	10%	Ongoing
In class test	20%	October 17
Essay planning workshop participation	10%	October 31
Peer review workshop participation	10%	November 28
Thought provoking questions	10%	Ongoing
Final paper	25%	December 5
Tutorial participation	15%	Ongoing

**Late policy:** Please make a careful note of due dates for assignments. Late papers will be penalized unless you have been granted permission for an extension *before* the due date. The late penalty for final papers is 5% per day, including weekends. No late assignments will be accepted after ten days. Please note that special permission for extensions on assignments will not be granted without proper and verifiable documentation.

### In Class responses (pass/fail)

There will be six in class responses (five will be counted towards your final grade), consisting of one simple question about any course material of the day.

### In class test (October 17)

The test will include short answers and an essay question about all material covered in lecture, the readings, and tutorials. Further details, including preparation strategies, will be discussed in class.

### Essay planning workshop participation (October 31)

This workshop is designed to get you thinking and planning for your final paper. Please come to lecture with one page (maximum) printed notes that include: 1. the example from popular culture you will be analyzing and 2. the three intersections you are planning to use in your analysis. Halloween costumes are optional.

### Peer review workshop participation (November 28)

This workshop will give you a chance to get feedback on your final essay before you submit it. To participate, you must bring a printed out full draft of your paper.

### Thought Provoking Questions

Each week, you should arrive at your tutorial with one question written on a piece of paper that you will hand in to your TA at the beginning of the session. The question must be directly related to one of the 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. 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.

### Final paper (December 5)

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.

### Tutorial Participation

Tutorial attendance and participation are mandatory. Content from both the lectures and the assigned readings will be discussed. The grade for tutorial participation is based on attendance at tutorials and engaged participation in class discussion. Quality participation includes, but is not limited to: demonstrated engagement in course readings through questions and comments, respectful discussion with colleagues, contribution of comments that relate directly to course content, participation in and preparation for any in class written exercises, consistent attendance, and not texting or checking your phone in class.

**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		

**Email Policy and Etiquette:**

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.

I encourage you to think twice before emailing your TA or me. Is your question answered in the syllabus? Is this a question with an answer that would benefit other students?

If you must miss a lecture, please do not write to me or your TA with the question, “Did I miss anything?” You can safely assume that you did miss something, so check CuLearn 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. You are also always welcome to drop in to my office hours to discuss course content.

**Classroom rules and etiquette:**

- I expect you to attend every class, to arrive on time, and to come prepared to discuss the week’s readings. If you are having medical or personal difficulties, please get in touch with me as soon as possible so we can work together to get you back on track.
- Turn off your cellphones when you get to class. No exceptions.
- If you are using a laptop to take notes, please use it only to take notes while you are in class. Studies have shown that computer use for anything other than note taking in class is as distracting for people sitting near the computer as it is for the computer user. Please commit to disabling internet access during class time. Repeated texting/youtube watching/ snapchatting/other distracting things may result in your being asked to leave the class.
- This course depends on active and respectful discussion and engagement with the course materials and with one another. 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 talk or behaviour that disrespects or demeans others is not acceptable. [SEP]

## Copyright statement

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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, Megan Rivers-Moore, 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.

## Schedule

### SECTION ONE: Introductions

#### **1. September 5: Introduction and Course Orientation – No tutorials this week**

Listen to Leanne Simpson read “Leaks” and “Smallpox, anyone” at

<http://arpbooks.org/islands/>

Lorde. A. (1983/2004). The transformation of silence into language and action.

In *Sister Outsider*. Freedom: The Crossing Press. 40-44.

## **2. September 12: Why study gender intersectionally?**

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

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.

Lorde, A. (1997). Who said it was simple. *The Collected Poems of Audre Lorde*. New York: Norton. 92.

## **3. September 19: Intersectionality as method, theory, practice**

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.

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

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

## **SECTION TWO: Identities and Institutions**

### **4. September 26: Femininities, Masculinities**

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

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

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

### **5. October 3: Gendered diversity, gendered rights**

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.

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.

### **6. October 10: Colonialism and indigenous resurgence**

#### **Guest speaker: Thomas Louttit**

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>

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/>

### **7. October 17: In class test (no tutorials this week)**

### **8. October 24: Fall Break (no lecture or tutorials this week)**

## SECTION THREE: Transnational Connections

### 9. October 31: Workshop – Getting started on your essay with Katie Bryant; and Global Politics of Travel 1: Tourism

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

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

### 10. November 7: Global Politics of Travel 2: Trafficking

Bales, K. (2012). Thailand: Because she looks like a child. In *Disposable People: New Slavery in the Global Economy*. Berkeley: University of California Press. 34-79.

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

### 11. November 14: Global Politics of Travel 3: Work

Stiell, Bernadette and Kim England (2011). Domestic distinctions: Constructing difference among paid domestic workers in Toronto. In Michael S. Kimmel et al (eds) *The Gendered Society Reader*. Oxford: Oxford University Press. 281-292<sup>[SEP]</sup>

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

### 12. November 21: Intersectionality in activism and policy

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

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

### 13. November 28: Peer review session with Katie Bryant (no tutorials this week)

### 14. December 5 (final paper due): Extended office hours (no lecture, no tutorials)

#### 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/>