

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

**WGST2801A: Activism, Feminism, & Social Justice**

**Time / Place:** Monday 2:35pm – 4:25pm / LA C264  
**Instructor:** Dr. Nael Bhanji  
**E-mail:** nael.bhanji@carleton.ca  
**Office:** DT 1406  
**Office Hours:** Monday 1pm – 2pm or by appointment.

**Tutorial Groups and TA Information**

**TA:**  
**Office Hours:**

**TA:**  
**Office Hours:**

**Description:**

*“Social Justice Warriors”*  
*“Special Snowflakes”*  
*“Feminists”*

Recent debates about gender pronouns have re-invigorated public interest in questions about political correctness and “social justice warriors” in Canada’s post-secondary institutions. At the crux of these heated debates are concerns about the value of feminist thinking, freedom of speech, diversity, gender equality, sexuality, multiculturalism, and ethnicity. Focusing on the intimate connections between multiple forms of oppression and feminist articulations for framing resistance, this course will explore how social justice activism contributes to increased empowerment, transnational networking, and resilience.

Throughout this course, we will be integrating theoretical concepts (drawn from feminist, queer, and critical race theories) with transnational feminist activist projects, while examining the ways in which place, nationality, culture, and other differences impact our lives. We will pay special attention to the issues of women’s standpoints across geographical and cultural borders, and will also consider the cutting-edge research being done in transnational global issues, such as prison abolitionist movements and black feminist activism, feminist trans activism, feminist cyber-activism (#metoo; #whyistayed; #BLM; #translivesmatter), anti-poverty feminist activism, sex work, and legal interventions.

**Required Course Materials:** All readings are available online through Ares.

**Course Evaluation:**

Attendance and Participation (20%): Ongoing via tutorials

Critical Reflection Paper 1 (20%): Due Feb 4 2019

Proposal (5%): Feb 25 2019

Critical Reflection Paper 2 (20%): Due March 11 2019

Independent Activist Project (35%): Due April 8 2019

**\*\*All assignments should be uploaded to cuLearn on the due date by 11.55pm.**

Late papers will be penalized according to my late policy outlined below. All papers should be written in 12-point Times New Roman font, with 1-inch margins. You are welcome to use MLA, Chicago, or APA as long as your citational style remains consistent throughout your paper.

**Attendance and Participation (20%): Ongoing**

*On lecture attendance:* I relate to the lecture hall as a large conversation. Despite our size, I speak in this class mindfully to each of you, as well as to the entire group as a learning community. While we do not take attendance in lectures, your absence from class will affect your ability to interpret the theoretical texts we will explore throughout the term. You will also miss out on some pretty great examples that we'll be using to understand how histories of race and racialization continue to structure contemporary life.

*On tutorials:* Given the lecture format of the course, the tutorials are key to your progress and success in the course and attendance is mandatory. Students who miss three or more tutorials—without a documented reason—during the course of the semester will forgo 2% per missed tutorial.

**Critical Reflection 1 (20%): Due Feb 4 2019**

For this assignment, you will write a 2-2.5 page critical reflection that should take the form of a thoughtful engagement with settler colonialism and indigenous activism.

Using your own words, you must analyze settler colonialism and resistance in either "Settler Colonialism as Structure: A Framework for Comparative Studies of U.S. Race and Gender Formation" or "Moving Beyond a Politics of Solidarity toward a Practice of Decolonization." You must also provide one example of an indigenous social justice movement that's not in your readings.

We want to see that you are engaging yourself in the reading, and bringing new thoughts and critique to the work. A good way to avoid summarizing is to include at least one question about social justice that the reading leaves you with.

This reflection must use proper citations and should be submitted on cuLearn by 11.55pm.

**Critical Reflection 2 (20%): Due March 11 2019**

For this assignment, you will write a 2-2.5 page critical reflection that should take the form of a thoughtful engagement with:

Smith, Andrea. 2006. Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing. Color of Violence: The INCITE! Anthology. Eds. INCITE! Women of Color Against Violence. (66-73)

Using your own words, you can focus on a theme or issue that runs throughout the reading for that particular day OR you can focus closely on a single concept from the reading. We want to see that you are engaging yourself in the reading, and bringing new thoughts and critique to the work. A good way to avoid summarizing is to include at least one question about social justice that the reading leaves you with. This reflection must use proper citations and should be submitted on cuLearn by 11.55pm.

### **Proposal (5%): Due Feb 25 2019**

Your final project this semester will be to either create a website for an original 'dream' activist project OR organize a hypothetical outreach event on campus that addresses a social justice issue. Your 1 page proposal (not including a bibliography) should outline: the option you have chosen for your final project, a clear argument that outlines how/why your activist intervention is feminist. You must also include at least two course readings and to external academic sources. More information will be provided to you before reading week.

### **Final Project (35%): Due April 8 2019**

Choose one of two options for your final:

1. Create a website based upon a 'dream' activist project: For this option, you will need to design a website on cuPortfolio geared towards bringing awareness and social change regarding a social justice issue (e.g., discrimination, racism, heterosexism, transphobia, sexism, food injustice, indigenous rights, prison abolition, reproductive rights etc). The website should provide a historical background to your chosen issue and outline your vision for mobilizing social change around the issue (this can take the form of artistic creation, internet campaigns, media production, political rallying, educational outreach, policy work, etc.). Your website should have four sections: background to topic (including previous research 1-2pgs); a mission statement outlining your approach (0.5-1 page); a description of your project with how it incorporates feminist theory (2 pages); and a resource list of 5-7 related projects. The URL for your website will only be shared with your teaching team.
2. Design an event on campus that involves education and outreach: You will not actually be putting this event into action, but creating the vision for the event. You can assume that your budget is sufficient to support this event (within reason, keeping in mind that the event will be held in this area). You need to decide the format, elements (e.g., speakers, poets, musicians, art activities, children's activities), setting, etc. You should think about who you would want to invite to campus, what they would offer the event, and how you would combine aspects of the event (assume that anyone you invite

would say “yes” if you write a compelling invitation letter). You will need to submit a PDF file of your activism binder (your mock program, letters explaining to potential speakers/performers the strongly researched rationale for this event, examples of community publicity, etc), contextualize the issue (how have feminist theorists already analyzed it?), and describe your own vision for a feminist project to address the issue.

More information about your final project will be provided to you shortly before Reading Week.

---

**Readings:**

Ultimately, this is your course. To maximize your ability to follow and synthesize the information you learn through lectures and discussions, you must be prepared to read all required texts. All readings will be available on cuLearn, via Ares. You should come to class prepared to discuss the course readings and conduct yourself in a respectful and open manner.

**Late Assignments:**

All assignments MUST be submitted by the deadlines noted on this syllabus. If you think you will not be able to submit your assignment in time (because of illness or bereavement) you must contact me as soon as you are aware of this. All assignments without documentation will be docked 5% per day that they are late (including weekends) until they are handed in or are worth 0%.

**Grades:**

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 = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course, ABS = Student absent from final exam, DEF = Deferred (See above), FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam.

---

**Lecture Schedule**

**Jan 7 | Introduction (NO TUTORIALS THIS WEEK)**

## **Jan 14 | Introduction to Feminist Activism**

Bromley, Victoria L. 2012. "Chapter 2: What's Feminism Done (For Me) Lately? Feminist Contributions." In *Feminisms Matter: Debates, Theories, Activism*. Toronto: University of Toronto Press Incorporated. Pgs 13-36.

Bromley, Victoria L. 2012. "Chapter 10: The Strategies That Empower Us: Feminist Activism." In *Feminisms Matter: Debates, Theories, Activism*. Toronto: University of Toronto Press Incorporated. Pgs 173-188.

## **Jan 21 | Intersectionality in Activism**

Shields, Stephanie A. 2008. Gender: An intersectionality perspective. *Sex roles* 59.5-6: 301-311.

Collins, Patricia Hill. 2016. "Toward a new vision: Race, class, and gender as categories of analysis and connection." *Race, Gender and Class*. Routledge: 65-75.

### Recommended Reading:

Combahee River Collective "A Black Feminist Statement" In *This Bridge Called my Back: Writings by Radical Women of Color*, Fourth Edition. SUNY Press. Pp. 210-218.

## **Jan 28 | Politics of Representation**

Shohat, Ella & Robert Stam (excerpts), "Introduction" and "From Eurocentrism to Polycentrism." In *Unthinking Eurocentrism: Multiculturalism and the Media*. Eds. Ella Shohat and Robert Stam. New York, NY: Routledge, 1994: 1-6 and 13-25.

Hill Collins, Patricia. "Mammies, Matriarchs, and Other Controlling Images." *Black Feminist Thought: Knowledge, Consciousness, and The Politics of Empowerment*. Routledge, 2000: 76-94.

hooks bell. 2015. "The Oppositional Gaze." In *Black Looks: Race and Representation*. New York, NY: Routledge: 115-133.

### Recommended Reading:

McCarthy, Amy. 2013. "#FEMINISTSELFIE Reinforces Why Selfies are Empowering" : <http://www.bustle.com/articles/9421-feministselfie-reinforces-why-selfies-are-empowering>

Edwards, Katie. 2017. "How Beyoncé Pregnancy Pics Challenge Racist, Religious and Sexual Stereotypes": <https://theconversation.com/how-beyonce-pregnancy-pics-challenge-racist-religious-and-sexual-stereotypes-72429>

## Feb 4 | Indigenous Activisms

\*\*\*CRITICAL REFLECTION 1 DUE\*\*\*

Nakano Glenn, Evelyn. 2015. Settler Colonialism as Structure: A Framework for Comparative Studies of U.S. Race and Gender Formation. *Sociology of Race and Ethnicity. Ethnic and Racial Studies*. 1(1): 52-72.

Walia, Harsha. "Moving Beyond a Politics of Solidarity toward a Practice of Decolonization." *Organize!: Building from the Local for Global Justice* (2012): 240.

Media Link: "What does Canada 150 Mean for Indigenous Communities?"  
<http://www.cbc.ca/radio/thecurrent/the-current-for-march-16-2017-1.4026463/what-does-canada-150-mean-for-indigenous-communities-1.4027484>

In-class Film: Angry Inuk (2016)

Recommended Reading:

11 Indigenous Resistance Movements You Need To Know. 2014.  
<http://rabble.ca/news/2014/11/11-indigenous-resistance-movements-you-need-to-know>

## Feb 11 | Thinking Transnationally

Moghadam, Valentine M. 2015. "Transnational Feminist Activism and Movement Building." In *Oxford Handbook of Transnational Feminist Movements*. Eds. Rawwida Baksh and Wendy Harcourt. New York: Oxford University Press. Pgs 53-81

Mohanty, Chandra Talpade. 1997. "Women Workers and Capitalist Scripts: Ideologies of Domination, Common Interests, and the Politics of Solidarity." In M. Jacqui Alexander and Chandra Talpade Mohanty (eds.), *Feminist Genealogies, Colonial Legacies, Democratic Futures*. New York, Routledge: Pgs 26-52.

Clark, Howard. "People Power: Transnational Activism." *Civil Resistance*:  
<https://www.opendemocracy.net/civilresistance/howard-clark/people-power-transnational-activism>

Recommended Readings:

Carty, Linda and Chandra Talpade Mohanty. 2015. "Mapping Transnational Feminist Engagements." In *Oxford Handbook of Transnational Feminist Movements*. Eds. Rawwida Baksh and Wendy Harcourt. New York: Oxford University Press. Pgs 82-116.

Parrenas, Rhacel Salazar. 2012. "The reproductive labour of migrant workers." *Global Networks* 12.2: 269-275.

## READING WEEK: Feb 18 – 22

### Feb 25 | Queer/Trans Social Justice

\*\*\* PROPOSAL DUE\*\*\*

Smith, Miriam. "Identity and Opportunity: The Lesbian and Gay Rights Movement."  
In *Queerly Canadian: An Introductory Reader in Sexuality Studies*. Eds. Maureen Fitzgerald and Scott Rayter. Pgs 121-139.

Kouri-Towe, Natalie. "Trending Homonationalism." *No More Potlucks* (2012):  
<http://nomorepotlucks.org/site/trending-homonationalism/>

Koyama, Emi. "The transfeminist manifesto." *Catching a Wave: Reclaiming Feminism for the 21st century* (2003): 244-259.

In-class movie: Pride Denied: Homonationalism & the Future of Queer Politics  
(2016)

### March 4 | Prison Industrial Complex and Abolition Work

Gordon, Avery F. "Globalism and the prison industrial complex: An interview with Angela Davis." *Race & Class* 40.2-3 (1999): 145-157.

Brewer, R.M. and Heitzeg, N.A. 2008. The racialization of crime and punishment: Criminal justice, color-blind racism, and the political economy of the prison industrial complex. *American Behavioral Scientist*, 51(5), pp.625-644.

INCITE! Women of Color Against Violence and Critical Resistance – "The Critical Resistance INCITE! Statement on Gender Violence and the Prison Industrial Complex": [http://www.incite-national.org/sites/default/files/incite\\_files/resource\\_docs/5848\\_incite-cr-statement.pdf](http://www.incite-national.org/sites/default/files/incite_files/resource_docs/5848_incite-cr-statement.pdf)

In-class film: *Free Cece* (2016).

### March 11 | CTRL + ALT(right) + DEL: White Supremacy

\*\*\*CRITICAL REFLECTION 2 DUE\*\*\*

Smith, Andrea. 2006. Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing. Color of Violence: The INCITE! Anthology. Eds. INCITE! Women of Color Against Violence. (66-73)

Ferber, Abby L. "The construction of Black masculinity: White supremacy now and then." *Journal of Sport and Social Issues* 31.1 (2007): 11-24.

In-class Film: <https://news.vice.com/story/vice-news-tonight-full-episode-charlottesville-race-and-terror>

### **March 18 | Economic Injustice**

Jeppesen, Sandra. 2009. From the "war on poverty" to the "war on the poor": Knowledge, power, and subject positions in anti-poverty discourses. *Canadian Journal of Communication*, 34(3).

Gupta, Tanya D. 2006. "Racism/anti-racism, precarious employment, and unions." In *Precarious employment: Understanding labor market insecurity in Canada*: 318-334.

### **March 25 | Sex and Gender-Based Violence**

Ging, Debbie. "Alphas, Betas, and Incels: Theorizing the Masculinities of the Manosphere." *Men and Masculinities* (2017): 1097184X17706401.

Pascoe, C. J. "Guys are just homophobic." *Introducing the New Sexuality Studies* (2016): 143.

Flood, Michael. 2011. Involving men in efforts to end violence against women. *Men and masculinities* 14.3: 358-377.

In-class film: *TOUGH GUISE 2: Violence, Manhood & American Culture* (2013).

### **April 1 | Sex Work Activism**

Kempadoo, Kamala. "Abolitionism, Criminal Justice, and Transnational Feminism: Twenty-first Century Perspectives on Human Trafficking." In *Trafficking and Prostitution Reconsidered: New Perspectives on Migration, Sex Work, and Human Rights*. Eds. Kempadoo, Kamala, Jyoti Sanghera, and Bandana Pattanaik. Routledge, 2015: vii-1.

Brock, Deborah. 2012. "Reframing Prostitution as Work." In *Queerly Canadian: An Introductory Reader in Sexuality Studies*. Eds. Maureen Fitzgerald and Scott Rayter. Pgs 243-255.

### **April 8 | NO CLASS**

\*\*\*FINAL PROJECT DUE\*\*\*

---

### **Other Matters**



**EMAIL:** Please note that it is official Carleton policy that ALL email correspondence between instructors, TAs, and students must take place between Carleton email accounts.

This means that your TAs and I will not respond to emails sent from hotmail, gmail, yahoo, or other accounts. You should expect a response to your emails within 24 hours.

*IMPORTANT: We will not respond to emails the day before your final project is due.*

**PLAGIARISM:** Plagiarism is defined as the passing off of anyone else's work as one's own. Plagiarism occurs when a student either a) directly copies more than one or two sentences of another's written work without acknowledgement; or b) closely paraphrases the equivalent of a short paragraph or more without acknowledgement; or c) borrows, without acknowledgement, any ideas in a clear and recognizable form in such a way as to present them as the student's own thoughts, where such ideas, if they were the student's own would contribute to the merit of their work.

*What are the Penalties for Plagiarism?*

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

*What are the Procedures?*

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs.

The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.

The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

It is in students' best interests to keep all of their research notes intact after handing in papers. Prior approval of the instructor must be obtained if you intend to submit work that has previously or concurrently been submitted, in whole or in part, for credit in this or any other course. Consult the Writing Tutorial Service (215PA) and the Student Academic Success Centre (SASC, 302 Tory) for more information on available services.

Please note that it is not permitted to submit identical (or near identical) assignments for two or more courses.

**IN OTHER WORDS:**

Understand what it means: plagiarism results when someone uses the ideas or writings of another and presents these ideas or writings as his or her own. Examples include:

1. Buying a paper from a research service or term paper mill.
2. Turning in a paper from a “free term paper” website.
3. Turning in a paper someone else has written for you.
4. Copying materials from a source without proper citation.
5. Using proper citation but leaving out quotation marks.
6. Paraphrasing materials from a source without appropriate citation.
7. Turning in a paper you wrote for another course.

When citing sources, it is best to present ideas using your own original words. If you fully understand a source, you will be able to completely describe its themes and ideas in your own words and from your own perspective. However, if you copy a passage that someone else wrote and only change a few words around, you have committed plagiarism.

When quoting directly from sources, it is best to use direct quotes only if the phrasing is apt and powerfully stated; be sure to include proper citation. If the quote is not revelatory or eloquent but simply provides some useful information, then it is best to explain the information completely in your own words while providing proper citation.

---

---

### **REQUESTS FOR ACADEMIC ACCOMMODATIONS:**

---

---

**For Students with Disabilities:** Students with disabilities needing academic accommodations are required to contact a co-ordinator at the Paul Menton Centre to complete the necessary *letters of accommodation*.

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.

**For Religious Observance:** Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved.

Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### STUDENT SUPPORT SERVICES

There are several services for students on campus to take advantage of:

- 1) For health and counseling issues you can visit **Health and Counseling Services**; 2600 CTT Centre; 613-520-6674; [www.carleton.ca/health](http://www.carleton.ca/health)
- 2) **Student Academic Success Centre (SASC)**; 302 Tory; 613-520-7850; [www.carleton.ca/sasc](http://www.carleton.ca/sasc) assists students with academic planning, understanding academic rules and regulations, finding a tutor, choosing or changing a major, polishing study skills, and referrals to other services.
- 3) **Academic Writing Centre and Writing Tutorial Service** (4<sup>th</sup> Floor, Library, 613-520-6632; [www.carleton.ca/wts](http://www.carleton.ca/wts) can help you learn to write better papers. Tutors are graduate students from a range of departments who have been trained to assist you at any stage in the writing process. To make an appointment, call 613-520-6632, or drop by their office between the hours of 9:00am and 4:30pm, Monday-Friday.
- 4) **The Learning Commons** (4<sup>th</sup> Floor, Library, 613-520-2600, ext. 1125; See also Main Floor desk) is a one-stop study-shop that combines research, IT and learning support services under one roof to enhance the student experience.