

Fall 2017
WGST 2800 Intersectional Identities
Lectures: Mondays 11:35am-1:25pm
Tory Building 340
Pauline Jewett Institute for Women's and Gender Studies (PJIWGS)

Instructor: Megan Rivers-Moore
Office: 1426 Dunton Tower
Office Hours: Mondays 1:45-2:45pm (or by appointment)
Phone: 613 520 2600 x 3201
Email: Megan.RiversMoore@Carleton.ca

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 goals:

- To critically analyze the intersection of multiple forms of inequality
- To apply course material to examples of local and global gender issues in the real world
- To develop effective critical thinking, reading, presentation, and writing skills

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 better 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 Tuesdays, 1:35-2:25pm 209 Residence Commons – TA NAME

A2 Tuesdays, 2:35-3:25pm 400 St. Patrick's Building– TA NAME

A3 Tuesdays, 1:35-2:25pm 415 St. Patrick's Building – TA NAME

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 any listed films will be shown in class. Films are considered course texts.

Schedule

SECTION ONE: Introductions

1. September 11: Introduction and Course Orientation

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 18: 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 25: 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.

Brand, D. (1994). Bread out of stone. *Bread out of stone*. Toronto: Coach House. 9-23.

SECTION TWO: Identities and Institutions

4. October 2: Femininities, Masculinities

Film: Mohawk Girls

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 9: Thanksgiving (no lecture or tutorials this week)

6. October 16: Gendered diversity, gendered rights

Film: Transgeneration

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.

7. October 23: Fall Break (no lecture or tutorials this week)

8. October 30: 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>

Thorpe, J. (2016). Indian Residential Schools: An Environmental and Gender History. <http://niche-canada.org/2016/04/27/indian-residential-schools-an-environmental-and-gender-history/>

9. November 6: In class test (no tutorials this week)

SECTION THREE: Transnational Connections

10. November 13: Global Politics of Travel 1: Tourism

Film: **Goose and the Golden Egg**

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.

11. November 20: Global Politics of Travel 2: Trafficking

Film: **Avenue Zero**

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.

12. November 27: Global Politics of Travel 3: Work

Film: **The Nanny Business**

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 Press. 281-292

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

13. December 4: Intersectionality in activism and policy

Chun, J. et al. (2013). Intersectionality as a social movement strategy: Asian Immigrant Women Advocates. *Signs*. 38(4): 917-940.

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

Evaluation:

In class responses (pass/fail, 2% each x 5)	10%
WGST Lecture report	5%
In class test (November 6)	20%
Tutorial presentation	20%
Thought provoking questions	10%
Tutorial Participation	10%
Final paper (December 4)	25%

NOTE: 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 final grade for late assignments goes down by one grade fraction per day late (an A becomes an A-, an A- becomes a B+, and so on). No late assignments will be accepted after seven days. Please note that special permission for extensions on assignments will not be granted without proper and verifiable documentation. Assignments are to be submitted via cuLearn but you **MUST** retain a hardcopy of your papers.

Brief Description of Assignments:

In Class responses (pass/fail) 10%

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.

WGST Lecture report (1 page) 5%

You are invited to attend one of the three lectures being organized by WGST this term (September 27, October 25, or November 22) or go on your own to see an HERbarium exhibit at the Carleton University Art Gallery. Within one week (seven days) of the lecture you attend or exhibit you visit, you must submit a one-page report. Further details can be found on cuLearn.

In class test (Nov. 6) 20%

The test will include short answers and an essay question. Further details will be discussed in class.

Tutorial Participation 10%

Weekly tutorials will be facilitated by Teaching Assistants. 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.

Tutorial presentation – in small groups 20%

Students are required to do a short group presentation (15 minutes) that presents an example from popular culture that connects to the week's readings. Further details can be found on cuLearn.

Thought/Discussion Provoking Questions

10%

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 (5-7 pages, plus bibliography, due Dec. 4)

25%

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.

FINAL 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; A= 85-89; A-=80-84;
B+=77-79; B=73-76; B-=70-72;
C+=67-69; C=63-66; C-=60-62;
D+=56-59; D=53-56; D-=50-52;
F= Below 50

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here: <http://www.carleton.ca/cu0708uc/regulations/acadregsuniv.html>

General Academic Regulations of the University can be found here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Please note: All final grades are subject to approval of the Dean.

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? Please note that while I am not available immediately after class, you are very welcome to make my office hours less lonely.

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 sit along the edges of the classroom. Studies have shown that internet 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.

Copyright statement

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.

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](#) or the [Equity Services website](#)

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](#) or the [Equity Services website](#)

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 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. The deadline for examination accommodation arrangements through the PMC is **DATE** for Fall examinations and **DATE** for Winter examinations.

You can visit the Equity Services website to view these policies and to obtain more detailed information on academic accommodation at <http://www.carleton.ca/equity/>

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 his or her 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 Associate Dean of Undergraduate Affairs in FASS. Documentation is prepared by instructors and/or departmental chairs. The Associate Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Associate 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. This is considered plagiarism.

If you need assistance with:	Refer to:	Contact information:
Understanding academic rules and regulations Choosing or changing your major Finding a tutor Academic planning guided by an academic advisor Polishing study skills	Student Academic Success Centre (SASC) <i>"Helping students build a foundation for academic success by facilitating services that foster personal direction and academic competence."</i>	302 Tory Building 613-520-7850 http://www2.carleton.ca/sasc/ No appointment necessary as all students are seen on a walk-in basis.
Developing a coherent pattern of courses in your major and finding out about opportunities for graduate school	Undergraduate Program Advisors	Consult the websites of individual departments
A learning disability	Paul Menton Centre <i>"Integration, Individualization, Independence"</i>	500 University Centre 613-520-6608 http://www2.carleton.ca/pmc/ Students can call or drop in to make an appointment
Developing writing skills	Writing Tutorial Service	4th Floor, Library 613-520-6632 http://www2.carleton.ca/sasc/writing-tutorial-service/
Peer-assisted tutoring for pre-identified, notoriously difficult courses	Peer Assisted Study Sessions <i>"PASS workshops integrate how-to-learn (study skills) with what-to-learn (course content) in a fun, relaxed environment."</i>	Learning Support Services http://www2.carleton.ca/sasc/peer-assisted-study-sessions/
Polishing English conversation skills, or proof reading (International students only)	International Student Services Office	128 University Centre 613-520-6600 http://www1.carleton.ca/isso/
Library research and help, IT support	Staff at MacOdrum Library (reference services desk)	http://www.library.carleton.ca 613-520-2735
Coping with stress or crisis	Office of Student Affairs or Health and Counseling Services	Ext. 2573 http://www.carleton.ca/studentaffairs www.carleton.ca/health