

Carleton University
Summer 2021
Pauline Jewett Institute of Women's and Gender Studies

WGST 2801: *Activism, Feminisms and Social Justice*

Tuesdays and Thursday 6pm-9pm

Instructor: Robyn Green
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Office Hours: Thursday 6-7 pm

- *This outline is preliminary and subject to change*

This course will examine how feminist thought and praxis have been used to imagine and enact social justice. The course asks the following questions: how has feminist thought contributed to the understanding and dismantling of patriarchal systems and institutions? How does feminist activism intersect with other social justice movements such as anti-racism, Indigenous sovereignty and queer liberation. Do feminist movements have a history of exclusionary approaches that have limited who can participate and enjoy the benefits of feminism? These questions and the contribution of feminist activism will be explored alongside a myriad of topics such as the beauty industry, the institution of marriage, reproductive rights and the onset of the global pandemic.

This course will also explore the relationship between different forms of activism through the lens of *public feelings*, particularly the “good” and “bad” feelings that are circulated to bolster or undermine expressions of activist solidarity and the pursuit of social justice.

Learning Outcomes

- Engaging with intersectional analyses of feminist thought and praxis.
- Critically examining historical and contemporary contributions of feminist movements and their intersection with other social justice movements.
- Locating and positioning oneself and one's participation in feminist and social justice movements.
- Working collaboratively in groups online.
- Effectively communicating in online forums with the professor and colleagues.

Class 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 2801). 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.

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 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/>

Class Format

Course Activity	Date	Duration per week	Notes
Online Lectures (posted)	Tuesdays	90 mins (approx.) These videos will be posted in short 10-15 segments.	Students will watch video lectures posted by professor.
Online Class Meeting	Thursdays	45 mins. X 6	Students will meet with Professor each Thursday evening at 7pm
Online Groupwork	Thursdays	45 mins X 5	Students will meet with their groups to prepare for group projects following the

			online class meeting.
Additional Content and forum discussions	Due Fridays @ midnight	2 hrs	Students will be asked to participate in an online discussion forum after watching/listening to additional videos, podcasts or content.
Online Office Hours	Thursday evenings or through appointment 6-7pm		Office Hours are not mandatory but students may use this time to have a conversation about course material or assessment.
Group Presentations/Review	August 13 th , 2020	15 minutes per presentation/120 minutes to watch and comment on your colleagues' presentations.	Students will present their final projects and a review of the coursework in prep for the take-home exam.

Assessment

Assignment	Percentage	Due Date	Notes
Participation in class and in discussion forums	20%	Ongoing (weekly)	
Analytic Assignments (two in total)	2x 15%=30%	#1 is due: July 23rd, 2021 #2 is due: August 6 th , 2021	
Group Project on Pandemic Activism	20%	Presentations on August 12 th , 2021.	This is a two-part assignment including a presentation, a written self-assessment. Presentations will be made to the class.

Take-home Final Exam	30%	August 25 th , 2021.	The questions will be posted on August 16 th , 2021.
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Participation: Students will be asked to attend Zoom meetings and breakout groups every Thursday at 7pm until 8:30pm. Students will be given the opportunity to ask questions and discuss course concepts and interact with their colleagues in small groups. An online forum will also be introduced for writing responses to the readings. Keep in mind the etiquette guidelines when participating in discussions and forums.

In-class Meeting Dates	Times
July 8 th , 2021	7pm on Zoom (link and password provided in CULearn)
July 15 th , 2021	7pm on Zoom (link and password provided in CULearn)
July 22 nd , 2021	7pm on Zoom (link and password provided in CULearn)
July 29 th , 2021	7pm on Zoom (link and password provided in CULearn)
August 5 th , 2021	7pm on Zoom (link and password provided in CULearn)
August 12 th , 2021	7pm on Zoom (link and password provided in CULearn)

Analytic Assignments. The analytic assignments are much like reflections on class readings. I have asked some prompting questions to get you thinking critically about the course content. These assignments will give you the opportunity to reflect more deeply on some of the readings and also apply some of the concepts learned throughout the course.

Each assignment is worth 15% of the final grade. Submissions that are completely off-topic or do not follow proposed topics will not be considered. There are two analytic assignments that should be submitted.

Assignment #1: Mutual Aid and Care in the Pandemic Era

Consider the Asian American Feminist Collective's publication: *Asian-American Feminist Antibodies: Care in the Time of Coronavirus*.

https://static1.squarespace.com/static/59f87d66914e6b2a2c51b657/t/5e7f9fed14477f68e730b2fd/1585422360678/AAFC_CareintheTime_Printable.pdf

In a 1-1.5 page journal entry, please consider the following two questions.

1. How does this feminist collective employ different forms of care and mutual aid within the publication?

2. How do the authors see the pandemic as an obstacle to enact social justice? How do they see the pandemic as an opportunity to enact social justice?

This assignment is worth 10% and is based on a pass or fail assessment. **Due: July 23rd, 2021.** Assignments are submitted online through CULearn.

Analytic Assignment #2

Public Feelings

This assignment asks you to apply your understanding of public feelings to some of the readings/art projects that have been examined in the course. Choose a feminist movement and examine its main slogans or tactics in relation to the deployment of public feelings. Consider the audience of the movement and if its goals are inclusive. Write a 1-1.5 reflection examining if and how the activist movement discusses or employs the language of “feeling.” **Due: August 6th, 2021.** Assignments are submitted online.

NOTE: Topics should NOT be duplicated. You cannot use the same movement for this assignment AND the final assignment.

Consider:

1. What is the movement that you wish to examine? Provide some background about the movement’s formation.
2. What is the goal of the social movement?
3. Who are the organizers? Or the participants?
4. Does the social movement engage with public feelings? What are feelings are discussed (hope, anger, trauma, love)?
5. How does the deployment of feeling shape the movement?

Group Project on Pandemic Activism:

Students will work in groups of five assigned by the professor on the first week of class. Students will choose an example of a mutual aid project or an example of virtual activism that was active during the COVID-19 pandemic. Each group will put together a short 10 minute presentation that will provide background on the mutual aid or the virtual movement to the entire class. Groups should be prepared to answer questions about the organization or the movement. If the group intends to use powerpoint (or other formats), the presentation must be emailed to the professor in advance so the screen can be shared. A one-page self-assessment of the experience of working in a group virtually is also due the same day and can be submitted online at CULearn. The presentations will be given on **Thursday, August 12th, 2021, beginning at 6pm.**

Things to Consider for the presentation:

What is the project or the movement you will be examining? What are their goals?
Is the project managed by a formal organization or established through community networks?
Who are the architects of the project or movement?
How does the project or movement employ feminist thought and praxis?
Does the movement have any critics? How is the movement criticized?

Questions for Self-Assessment:

1. Describe your experience working with a group in an online forum. What were some of the highlights?
2. How did you make decisions in the group?
3. How were you able to support each other?
4. What emerged as the strengths, obstacles and challenges for your group?
5. Were you satisfied with the group's final presentation?

Final Take-home Exam:

The final take-home exam will consist of two essay questions. Students will be asked to answer each question in 2-3 double spaced pages. The final exam will be posted on **August 16th, 2021** and it will be due the last day of exams which is **August 25th, 2021**. This deadline is firm and I am unable to accept submissions after this date.

Readings are available online through Ares (located in CULearn)

Summary of Weekly Readings

Class #1

Introduction to key concepts of the course.

Class #2

Tuesday, July 6th, 2021

Mutual Aid and Care

Spade, Dean. 2020. Solidarity Not Charity: Mutual Aid for Mobilization and Survival. *Social Text* 38 (1): 131-151.

Piepzna-Samarasinha, Leah Lakshmi. (2018). Chapter 1: Care Webs: Experiments in Creating Collective Access. *Care Work: Dreaming Disability Justice* (pp. 32-68). Arsenal Pump Press.

Class #3

Thursday, July 8th, 2021

Decolonizing Feminist Activism

Arvin, Maile, Eve Tuck, and Angie Morrill. 2013. "Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy." *Feminist Formations* 25 (1): 8-34.

Moreton-Robinson, A. (2000). Chapter 7. *Talkin' Up to the White Woman: Indigenous Women and Feminism* (p. 179-86). University of Queensland Press.

Class #4

Tuesday, July 13th, 2021

Borders and Citizenship/No One is Illegal

Alexander, M. Jacqui. (1994). "Not Just (Any) Body Can Be a Citizen: The Politics of Law, Sexuality, and Postcoloniality in Trinidad and Tobago and the Bahamas." *Feminist Review* 48: 5-23.

Hong, Cathy Park. (2020). "The Indebted", *Minor Feelings: An Asian-American Reckoning* (pp.181-203). One World.

Walia, Harsha. (2021). Chapter 9: Permanently temporary: managed migration in Canada. *Border & Rule: Global Migration, Capitalism and the Rise of Racist Nationalism* (p. 155-166). Fernwood Books.

Class #5

Thursday, July 15th, 2021

Who Gets To be Feminist?

Kendall, Mikki. 2020. Solidarity is still for White Women. *Hood Feminism: Notes from the Women that a movement forgot*, (p. 1-14). Viking.

I Weigh with Jameela Jamil, Episode #10: Alok Vaid-Menon (1:07 mins)

<https://www.earwolf.com/show/i-weigh-with-jameela-jamil/>

Good Ancestor Podcast: Leah Vernon on Living Unashamed with host Layla Saad.

<https://www.youtube.com/watch?v=NM9Ai7Qth1k>

<http://laylafaasad.com/good-ancestor-podcast/ep013-leah-vernon> (just audio and transcript)

Class #6

Tuesday, July 20st, 2021

Health?

Fatphobia and Diet Culture with Virgie Tovar. *The Laverne Cox Show*.

<https://podcasts.apple.com/us/podcast/fatphobia-and-diet-culture-with-virgie-tovar/id1547504297?i=1000509652895>

Gordon, Aubrey. 2020. "Introduction" and "First, Do No Harm", *What We Don't Talk About When We Talk About Fat* (p. 1-12; 139-53). Beacon Press.

Strings, Sabrina. 2015. Obese Black women as 'social dead weight': Reinventing the 'diseased black woman', *Signs: Journal of Women in Culture and Society*. 41(1): 107-130.

Class #7

Thursday, July 22nd, 2020

Health? Part II

Lebrecht, J. and Newnham, N. (2020). *Crip Camp: A Disability Revolution*.

Documentary available on Netflix. Trailer: <https://www.youtube.com/watch?v=XRrIs22plz0>

The Disability Visibility Project. Alice Wong interviews Conchita Hernandez Legorreta.

Episode 90: Disabled Immigrants

<https://disabilityvisibilityproject.com/2020/11/15/ep-90-disabled-immigrants/>

Burstow B. (2019) "Activism Is My Real Job": The Mad Movement in Chile Dialogue with Tatiana Castillo. In: *The Revolt Against Psychiatry* (pp. 109-119). Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-23331-0_8

Class #8

Tuesday, July 27th, 2021

The Politics of Protest and Trauma

Million, Dian. 2013. "Trauma, Power and the Therapeutic: Speaking Psychotherapeutic Narratives in an Era of Indigenous Human Rights", *Reconciling Canada: Critical Perspectives on the Culture of Redress*. Jennifer Henderson and Pauline Wakeham (eds). (p.159-180). Toronto: University of Toronto Press.

Cheng, S. 2019. Echoes of victimhood: on passionate activism and 'sex trafficking', *Feminist Theory*. 22(1): 3-21.

Vivek Shraya. 2018. *I'm Afraid of Men/Men are Afraid of Me*. Penguin Canada. (p. 1-11) <https://vivekshraya.com/>

Class #9

Thursday, July 29th, 2021

Anger and "Respectability"

Lorde, Audre. 1981. "The Uses of Anger: Women Responding to Racism," *BlackPast*. 12 August 2012.

<<https://www.blackpast.org/african-american-history/speeches-african-american-history/1981-audre-lorde-uses-anger-women-responding-racism/>>

Malatino, Hil. 2021. The Promise of Repair: Trans Rage and the Limits of Feminist Coalition. *Signs: Journal of Women in Culture and Society*. 46 (1): 827-851.

Traister, Rebecca. 2018. Restorative Justice. *Good and mad: The revolutionary power of women's anger* (pp. 219-227). Simon and Schuster.

Class #10

Tuesday, August 3rd, 2021

Abolishing Police and Prisons

Davis, Angela. 2003. Introduction: Prison Reform or Prison Abolition. *Are Prisons Obsolete?* (pp. 9-21). Sever Stories Press.

Garza, Alicia. (2016). A Herstory of the #BlackLivesMatter Movement. In Janell Hobson (Eds), *Are All the Women Still White? Rethinking Race, Expanding Feminism*. State University of New York Press.

Kaba, Mariame. (2021). "So you're thinking about becoming an abolitionist", *We Do This 'Til We Free Us: Abolitionist Organizing and Transforming Justice*, (pp. 2-17). Haymarket Books.

Class #11

Thursday, August 5th, 2021

Love of Self and Others

Gilpin, Erynne. 2018. "From a place of love", *Everyday Acts of Resurgence: People, Places, Practices*. Jeff Comtassel, Taiaiake Alfred, Noelani Goodyear-Ka'ōpua, Noenoe K. Silva, Hokulani Aikau, Devi Mucina (Eds.), p. 49-52.

Taylor, Sonya Renee. 2018. Making Self-Love Radical. *The Body is Not an Apology*. (p. 1-24). Oakland: Berret-Koehler Publishers.

Thom, Kai Cheng. 2019. I Hope We Choose Love: Notes on the Application of Justice in *I Hope We Choose Love*. (p. 84-91). Arsenal Pulp Press.

Baker, Jes. "Loving your Body will Change the World," *Things No One will Tell Fat Girls: A Handbook for Unapologetic Learning*. (p. 217-222). Berkeley: Seal Press.

Class #12

Tuesday August 10th, 2021

Futures

Montgomery, N. & Bergman, C. 2017. Introduction. *Joyful Militancy: Building Thriving Resistance in Toxic Times*, (p. 19-44).

Safe OUTside the System Collective, Audre Lorde Project. 2020. Excerpts from the Safer Party Toolkit in *Beyond Survival: Strategies and Stories from the Transformative Justice Movement* edited by Ejeris Dixon and Leah Lakshmi Piepzna-Samarasinha (p. 167-172).

Georgia Latina Alliance for Human Rights (GLAHR), Mijente, and Peunte Arizona. 2020. Excerpt from Community Defense Zone Starter Guide. *Beyond Survival: Strategies and Stories from the Transformative Justice Movement*. edited by Ejeris Dixon and Leah Lakshmi Piepzna-Samarasinha (p. 173-187).

Class #13

Thursday, August 12th 2021

Presentations and Groupwork