

**Winter 2018**  
**WGST 4812/5902A: Interrogating Intersectionality**  
**Mondays 11:35am-2:25pm**  
**Richcraft Hall 3201**  
**Pauline Jewett Institute for Women's and Gender Studies (PJIWGS)**

**This outline is preliminary and subject to change**

**Instructor: Megan Rivers-Moore**

**Office: 1410 Dunton Tower**

**Office Hours: Mondays 10-11am (or by appointment)**

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**Course Description:**

Is intersectionality a theoretical framework? A methodological approach? A tool for activists? This course critically examines the complex and varied ways that intersectionality has been used by scholars and activists, exploring both the ways that it helps us understand the relationships between different forms of marginalization and privilege, as well as its limitations. In this class, we will explore how gender, disability, racialization, sexuality, sex, class, and nation articulate and co-constitute one another. We will consider modes for thinking about the complexities of identity formation beyond the language of intersectionality, and ask what we gain and what we lose in that pursuit. We will delve into the pleasures and problematics of accounting for multiplicity, nuance, ambiguity, and contradictions.

**Course Format:**

Each class will consist of a student-led presentation and discussion of the assigned readings. In addition, we will sometimes have guest speakers, watch films, do in-class writing assignments, and there will be four in-class workshops. This is an intensive reading course, the success of which depends on close and careful engagement with the texts – this is the only thing that we share as a class and coming prepared to engage with debates is therefore critical.

**Required texts:**

Clare, Eli. 2017. *Brilliant Imperfection*. Durham: Duke University Press. (Available at the Carleton University bookstore and on reserve in the library)

All of the others readings for this course are available online on Ares through the cuLearn site for this course. It is your responsibility to go through the syllabus carefully and ensure that you make the time to get and read the material. You are advised to print out and bring online readings and/or take extensive notes for full classroom discussion. Please note any films shown in class are considered course texts.

**Evaluation – undergraduate students:**

Participation	15%
Four response papers	20%
Presentation	15%
Academic freedom conference report	5%
Workshop participation	20%
Final paper (April 11)	25%

**Evaluation – graduate students:**

Participation	15%
Four response papers	20%
Presentation	25%
Final paper (April 11)	40%

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.

All assignments must be printed out and submitted in class, except for the final paper (which is to be submitted via cuLearn). Assignments must be typed in 12 point font, preferably in Times New Roman (or another standard font) with one inch margins. In the interest of saving paper, feel free to print double-sided. You are required to keep a copy of all assignments.

**Assignment Description:****Participation and thought-provoking questions****15%**

Evaluation will be based on attendance and meaningful engagement in the activities of the class. The success of this class will depend heavily on everyone's engagement with the course material. Quality participation includes, but is not limited to: demonstrated engagement with 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 exercises, consistent attendance, and not texting or checking your phone in class.

You are also required to submit weekly thought-provoking question on the week's readings. The questions must be submitted on cuLearn every Sunday (the day before our class) by noon. Your question may be about any of the assigned texts for the week, and must be clearly and directly linked to a reading (including a quote and a page number, if relevant). Each question you hand in will receive two marks: one for merely

turning in the question on time, the other for the appropriateness and thoroughness of your question.

**Four response papers (maximum 4 double-spaced pages each) 20%**

These four brief assignments will allow me to assess your written engagement with and analysis of assigned material. I am not looking for exhaustive summaries here, but rather your ability to craft a response that succinctly engages with a key idea. Responses must demonstrate that you have done the week's readings and your intervention can take a number of possible directions: discussing a particular passage in one of the readings that illuminated the week's theme; pointing to connections across two or more readings; registering and elaborating upon your disagreement with a key point in a reading; addressing the sources used in the texts etc. You must refer to at least two of the week's readings in your response, though you may engage more thoroughly with one. As a rule these critical responses must be turned in on the day we address the readings in class. You can choose any week for your critical reflection except the week when you are presenting.

**Presentation 20% / 25%**

All participants will introduce one week's readings and raise initial issues for discussion. Ask yourself: What does the week's theme suggest? How does each reading approach this? What is at stake in the reading? How do the readings speak to each other? How is the author making their argument, and what are they using to help get there? The presentation is not meant to demonstrate expertise, but engagement. Feel free to say that there were things you did not understand or that remain unclear to you. However, you are expected to work with challenging ideas and attempt to articulate what understanding you do have of the texts. You are also welcome to draw on daily experiences, media, popular culture, and other texts in presentation and general class discussion, but always in ways that foreground, and do not marginalize, specific arguments made in the weekly assigned texts.

**Academic Freedom conference report 5%**

As a class, we will be attending the conference "Always a Zero Sum Game? Exploring the Tensions Between Academic Freedom and Anti-Oppression." Undergraduate students are required to write a 2-3 page report on the sessions you attend. Additional instructions to follow.

**Final paper – undergraduates (10 double-spaced pages, plus bibliography) 25%**

Research and build upon a theoretical or conceptual issue raised in the course. You are welcome to choose one of the topics we have discussed this term, or to draw on analytical frameworks to think about other areas not directly raised in the course. These essays should productively develop the question you are engaging. The aim here is not just critique, but rather constructive engagement.

## **Final Paper – graduates (20 doubled-spaced pages, plus bibliography) 40%**

There are two options for the final paper:

1) Turn in a chapter/section draft from your dissertation that substantively addresses or employs issues raised in this course. You cannot submit something you have already submitted to another course, or to your committee.

2) Research and build upon a theoretical or conceptual issue raised in the course. You are welcome to choose one of the topics we have discussed this term, or to draw on analytical frameworks to think about other areas not directly raised in the course.

These essays should productively develop the question you are engaging. The aim here is not just critique, but rather constructive engagement.

## **FINAL GRADES – undergraduate students**

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.

## **FINAL GRADES – graduate students**

The Pauline Jewett Institute of Women's and Gender Studies considers a B- to be the minimum grade for a course credited toward the Master's degree.

## **UNDERSTANDING YOUR GRADES AS A GRADUATE STUDENT:**

A+ = 90-100 Excellent

A = 85-89; A- = 80-84 Good

B+ = 77-79; B = 73-76 Adequate

B- = 70-72 Poor

Below B- = Failure

## **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 me. Is your question answered in the syllabus? That will make me cranky. Is this a question with an answer that would benefit other students? Then ask it in class. Please note that while I am not available immediately after class, you are very welcome to make my office hours less lonely.

## **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 Carleton University and 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.

## **Class Schedule**

### **1. January 8: Introduction to the course and each other**

### **2. January 15: Theorizing Intersectionality 1**

- Combahee River Collective. 1977 (1983) "A Black Feminist Statement" in *This Bridge Called My Back: Writings by Radical Women of Color*. Edited by Cherrie Moraga and Gloria Anzaldua. New York: Kitchen Table Women of Color Press: 210-218.
- Crenshaw, Kimberle. 1991 "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color" *Stanford Law Review*, Vol. 43, No. 6: 1241-1299.
- Hill Collins, Patricia. 2015. "Intersectionality's Definitional Dilemmas." *Annual Review of Sociology* 41: 1-20.
- 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.

### **3. January 22: Theorizing Intersectionality 2**

Adeniyi Ogunyankin, Grace. Forthcoming.

- Bannerji, Himani. 1995. *Thinking Through: Essays on Feminism, Marxism, and Anti-Racism*. Toronto: Women's Press. 7-40
- Choo, Hae Yeon and Myra Marx Ferree. 2010. "Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities" *Sociological Theory* 28(2): 129-149
- McCall, Leslie. 2005. The complexity of intersectionality. *Signs*. 30(3): 1771-1800.

#### **4. January 29: Intersectional Assemblages**

- Bogic, Anna. 2017. "Theory in Perpetual Motion and Translation: Assemblage and Intersectionality in Feminist Studies." *Atlantis* 38(1): 138-149.
- Cho, Sumi, Kimberlé Crenshaw, and Leslie McCall. 2013. "Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis." *Signs* 38(4): 785–810.
- Puar, Jasbir. 2012. "I would rather be a cyborg than a goddess: Becoming-Intersectional in Assemblage Theory." *philoSOPHIA* 2(1): 49-66.

Workshop 1: Reverse Outlining—This exercise is for you to familiarize yourself with the structure of a journal article including its components, style, and length. Choose a model article from a journal, (perhaps one to which you would like to submit in the future), and bring it to class.

#### **5. February 5: Colonialism and Modernity**

- Ehrmann, Jeanette. 2013. "Between Enlightenment, Feminism, and Abolitionism: Mary Wollstonecraft's Thoughts on Women and Slavery." In *Political Ideas of Enlightenment Women*. Edited by Karen Green, Paul Gibbard, and Lisa Curtis-Wendlandt. New York: Routledge. 138-147.
- Karaian, Lara.
- Lugones, María. 2007. "Heterosexualism and the Colonial/Modern Gender System." *Hypatia*. 22(1): 186-209.
- Morgensen, Scott. 2010 "Settler Homonationalism: Theorising Settler Colonialism within Queer Modernities" *GLQ: A Journal of Lesbian and Gay Studies* 16(1-2): 105-13

#### **6. February 12: Sexual citizenship**

- Alexander, M. Jacqui. 1997. "Erotic Autonomy as a Politics of Decolonization: An Anatomy of Feminist and State Practice." In *Feminist Genealogies, Colonial Legacies, Democratic Futures*. Edited by M. Jacqui Alexander and Chandra Mohanty. New York: Routledge. 63-100.
- Allen, Jafari S. 2011. "Friendship as a Mode of Survival." In *Venceremos? The erotics of black self-making in Cuba*. Durham: Duke University Press. 129-156.
- Khan, Ummi.
- Sheller, Mimi. 2012. "Erotic Agency and a Queer Caribbean Freedom." In *Citizenship from Below*. Durham: Duke University Press. 239-280.

## **7. February 19: READING WEEK!**

## **8. February 26: Disability**

Clare, Eli. 2017. *Brilliant Imperfection*. Durham: Duke University Press.

Workshop 2: Paper Proposals and Engaging the Literature—Bring an idea for your final paper that you can workshop with your peers. Please also bring one journal article that is the most important to your potential project and present how your project builds upon, extends, or critiques this article theoretically and/or empirically.

## **9. March 5: Work**

David, Emmanuel. 2015. "Purple-Collar Labor: Transgender Workers and Queer Value at Global Call Centers in the Philippines." *Gender and Society*. 29(2): 169-194.

Irving, Dan. 2017. "Gender Transition and Job In/Security: Trans\* Un/der/employment Experiences and Labour Anxieties in Post-Fordist Societies." *Atlantis* 38(1): 168-178.

Khader, Serene J. 2013. Intersectionality and the Ethics of Transnational Commercial Surrogacy. *International Journal of Feminist Approaches to Bioethics* 6 (1): 68-90.

Kang, Miliann. 2003. The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons. *Gender and Society* 17 (6): 820-839.

## **10. March 12: Sex/Ecology**

Di Chiro, Giovanna. 2010. "Polluted Politics? Confronting Toxic Discourse, Sex Panic, and Eco-Normativity." In *Queer Ecologies: Sex, Nature, Politics, Desire*. Edited by Catriona Mortimer-Sandilands and Bruce Erickson. Bloomington: Indiana University Press. 199-230.

Shotwell, Alexis. 2016. "Shimmering Presences: Frog, Toad, and Toxic Interdependencies." In *Against Purity*. Minneapolis: University of Minnesota Press. 77-106.

Tsing, Anna. 2014. "Blasted Landscapes (and the Gentle Arts of Mushroom Picking)." In *The Multispecies Salon*. Edited by Eben Kirksey. Durham: Duke University Press. 87-110.

Workshop 3: Peer Review: Bring a draft of your final paper to class for peer review with colleagues.

## **11. March 19: Always a Zero Sum Game? Exploring the Tensions Between Academic Freedom and Anti-Oppression Conference**

## **12. March 26: Feminist Pedagogy**

- Birk, Manjeet. 2017. "Things that Make You Go Hmmm: Unmaking of the Racialized Self in a Graduate School Classroom" *Atlantis* 38(1): 7-15
- Hari, Amrita.
- Hooks, Bell. 1994. "Confronting Class in the Classroom." In *Teaching to Transgress*. New York: Routledge. 177-189.
- Kandaswamy, Priya. 2007. "Beyond Colorblindness and Multiculturalism: Rethinking Anti Racist Pedagogy in the University Classroom," *Radical Teacher* 80: 6-11.
- Namaste, Viviane. 2011. "Inclusive Pedagogy in the Women's Studies Classroom: Teaching the *Kimberly Nixon Case*." In *Sex Change, Social Change*. Toronto: Women's Press. 75-102.

### **13. April 2: Summing Up**

Workshop 4: Presentation of final papers

### **14. April 9: Extended office hours**

## **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](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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

## **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.

The university's Academic Integrity Policy can be found at:

<https://carleton.ca/registrar/academic-integrity/>

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	<b>Student Academic Success Centre (SASC)</b> <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 <a href="http://www2.carleton.ca/sasc/">http://www2.carleton.ca/sasc/</a>  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	<b>Undergraduate Program Advisors</b>	Consult the websites of individual departments
A learning disability	<b>Paul Menton Centre</b> <i>"Integration, Individualization, Independence"</i>	500 University Centre 613-520-6608 <a href="http://www2.carleton.ca/pmc/">http://www2.carleton.ca/pmc/</a>  Students can call or drop in to make an appointment
Developing writing skills	<b>Writing Tutorial Service</b>	4th Floor, Library 613-520-6632 <a href="http://www2.carleton.ca/sasc/writing-tutorial-service/">http://www2.carleton.ca/sasc/writing-tutorial-service/</a>
Peer-assisted tutoring for pre-identified, notoriously difficult courses	<b>Peer Assisted Study Sessions</b> □ <i>"PASS workshops integrate how-to-learn (study skills) with what-to-learn (course content) in a fun, relaxed environment."</i>	Learning Support Services <a href="http://www2.carleton.ca/sasc/peer-assisted-study-sessions/">http://www2.carleton.ca/sasc/peer-assisted-study-sessions/</a>
Polishing English conversation skills, or proof reading (International students only)	<b>International Student Services Office</b>	128 University Centre 613-520-6600 <a href="http://www1.carleton.ca/isso/">http://www1.carleton.ca/isso/</a>
Library research and help, IT support	Staff at <b>MacOdrum Library</b> (reference services desk)	<a href="http://www.library.carleton.ca">http://www.library.carleton.ca</a> 613-520-2735
Coping with stress or crisis	<b>Office of Student Affairs</b> or <b>Health and Counseling Services</b>	Ext. 2573 <a href="http://www.carleton.ca/studentaffairs">http://www.carleton.ca/studentaffairs</a> <a href="http://www.carleton.ca/health">www.carleton.ca/health</a>