

WOME 4010 Women, Gender and Social Justice: Intersectional Feminist Resistance
Department of Gender & Women's Studies
Winter 2022

Instruction: Zoom

Day/Time: Friday, 8:30-11:30am

Instructor: Dr. Jen Chisholm
Office: Ryan Building, Room 2011

PLEASE NOTE: In line with current COVID-19 public health guidelines, I am working remotely. The best way to connect is to send an email and we can schedule a time to chat virtually.

Office Hours: Mondays @ 2-3pm

PLEASE NOTE: In line with current COVID-19 public health guidelines, office hours will be held virtually, via Zoom:

<https://lakeheadu.zoom.us/j/92236465163?pwd=VzJPTGdvRWVuZEMrbU5EN3VqK2c2QT09>

Meeting ID: 922 3646 5163

Passcode: 725864

Follow the above link, any Monday between 2pm -3pm to join the waiting room. I encourage you to log on if you have any questions or concerns, about course material, assignments, topics or discussions.

Email: jen.chisholm@lakeheadu.ca

Course Description

Much of what we know as the feminist/women's movement was and is rooted in the activism and theorizing of women of colour, Indigenous women, disabled, trans and LGBTQ folks. In this course, we centre the works of intersectional feminists in an effort to understand feminist praxis: or, how does one live a feminist life? Reviewing works by Kimberlee Crenshaw, Audre Lorde, bell hooks, Lee Maracle, Sara Ahmed, Chandra Mohanty, Maria Lugones, and Winona LaDuke, among others, students will gain a greater understanding of the intersectional roots of feminist resistance. The course will also address historical and contemporary movements led by women of colour, and address social justice issues including (but not limited to) reproductive justice, decolonization, demilitarization, prison reform, and environmental justice.

Required Texts: All Readings will be made available to students through our course D2L page.

Grading Scheme

Participation	15%
Article Discussant (3 x 15%)	45%
Show + Tell	10%
Final Paper or Creative Project	30%

Learning Outcomes

At the end of this course, you should be able to:

- Demonstrate an understanding of intersectionality as a theoretical concept and a practice within feminist resistance struggles
- Understand the historical and contemporary roles of women of colour within feminist movements, and the context of their exclusion from popular feminist discourses
- Critically analyze the relationship between personal biography, resistance and social movements as they relate to feminist struggles for equality and inclusion

GENERAL INFORMATION AND RESOURCES

Class Structure

Our class will meet online via Zoom, weekly on Fridays between 8:30am and 11:30am. I know this is not everyone's optimal time for learning or participating - both key components of the course! With this in mind, we will use the first 20 minutes of each class to do a "soft landing" exercise. A "soft landing" exercise incorporates stillness, guided meditation and breath work to help calm the mind and ground ourselves for the class, and the day ahead. Students are encouraged to log on (with camera and microphone off) and join in. You may also use this time to get yourself organized for class - finish your breakfast, make a cup of tea or coffee and settle in.

At around 8:50am we will begin our formal class. This seminar requires active, weekly participation and engagement with course concepts and with each other. We will approach the class in two parts: beginning with a facilitated discussion between SO CJ 5010 students assigned to present on weekly articles, and WOME4010 assigned as "discussants" for that days' readings. (more information on what is required of discussion facilitators and discussants can be found below). The second part of class will be opened up for participation. To the extent that we are able, we will follow a circle pedagogy approach which is based on Indigenous educational approaches, and allows each member of the class time and space of their own to share thoughts, questions and perspectives on course readings and material.

You are encouraged to take notes as your classmates speak, and follow up on points raised by the discussion facilitators and discussants.

A Note about COVID-19

This has been an especially challenging time, with many of us struggling with the transition to online learning. I recognize that some of you might be juggling working and learning from home, as well as helping children, siblings or others in your family complete their own schooling. This can be very challenging, and we can't always anticipate what might come up. Your best practice for success is to be honest with yourself about what you need and what you can handle, and then to reach out and communicate with me. More than anything, I want you to learn, and be successful in this course, so I am open to working with you to find the best path for success. Below is a list of available (free) resources for students who would benefit from more sustained support or accommodations.

Resources Available to Students:

Student Success Centre: Additional help regarding academic matters can be found at the Student Success Centre located in SC 0008 or phone 343-8018 or online at - <http://academicadvising.lakeheadu.ca/>

o Due to COVID-19 all Student Success Centre services will be delivered remotely until further notice. Please continue to book appointments and register for events. A distance attendance option will be available. If you have any question or need our assistance, please email us at ssc@lakeheadu.ca or call us at 807-343-8018.

Student Accessibility Services: For assistance with accommodations for a disability, please visit Student Accessibility Services located in SC 0003 or phone 343-8047 or online at - <http://learningassistance.lakeheadu.ca/>.

o They are also connecting with students via email, telephone and video conference. To book a new appointment via telephone or video conference, email sas@lakeheadu.ca for Thunder Bay Campus and oraccess@lakeheadu.ca for the Orillia Campus.

Student Health and Counselling Centre: For help with personal and/or medical issues, please visit the Student Health and Counselling Centre located in the University Centre 1007 (across from Security) or phone 343-8361 or online at - <http://healthservices.lakeheadu.ca/>.

o Virtual and/or telephone counselling options are also available at: <https://www.lakeheadu.ca/students/wellness-recreation/student-health-and-wellness/about/covid-19-updates>

GENERAL COURSE GUIDELINES

Zoom Etiquette:

During class, students are asked to turn off their microphones to avoid any interference with sound/video quality and continuity. During class discussions, or when asking a question or making a comment, students will be asked to “unmute” and are strongly encouraged to turn on your camera on. Learning online can feel really isolating, so being able to see and respond to each other in non-verbal ways is especially important.

All course discussions and communications are expected to be respectful and professional, whether they occur on camera or in the Zoom chat. Sexist, racist, homophobic, transphobic, and/or discriminatory language will not be tolerated. Bullying or harassment of fellow students will not be tolerated. Everyone deserves a safe and respectful environment in which to learn.

Email Etiquette:

All correspondence should be polite, respectful and professional. Email inquiries must include:

- a subject line indicating the course name and/or number
- a salutation, (i.e. “hello”, “dear”, “To”, etc.)
- a detailed question, or polite request
- a signature (i.e. your name).

Emails that do not follow this format will not be answered.

Every effort will be made to respond to emails within 72 hours (excluding weekends). If you have not received a response after 72 hours, please send a polite reminder as sometimes emails can get lost in the shuffle!

A Note on Submitting Assignments:

All assignments must be submitted electronically, under the “Assignment” tab on our course D2L site. The best format to submit your assignments is as a .doc or .pdf file.

You should receive confirmation that your assignment has successfully uploaded. If you do not receive confirmation, it is a sign that something may have gone wrong with the submission. If this happens, please try again to submit, or contact Dr. Chisholm to ensure that your assignment properly uploaded. Improper uploading will not be accepted as an excuse for late papers.

Academic Accommodations:

Some students may benefit from receiving academic accommodation, due to a disability (physical, learning or otherwise), illness or disruption. Please reach out to Student Accessibility Services: <http://learningassistance.lakeheadu.ca/> and speak with an advisor. Your SAS advisor will work with you to develop a plan, which will then be communicated to Dr. Chisholm. You need not disclose any personal or medical information to Dr. Chisholm, or any of your professors. SAS will work with you to maintain privacy and confidentiality.

Everyone has the right to an accessible education, and all approved accommodations will be honoured, no questions asked.

Late Policy:

Assignments received after the due date (where the student does not have an approved accommodation) will be penalized 5% per day. Requests for extensions MUST be made prior to the due date and will ONLY be given in extenuating circumstances and may require approval through Student Accessibility Services.

Extensions will not be granted where good time management skills could have avoided the problem; i.e. extensions will not be granted for students who have a number of assignments due at the same time during the semester or for students who have decided to take an overload of classes this semester.

Style and grammar:

Marks are not directly deducted for poor writing style and grammar. However, you simply cannot achieve a good grade if the paper is difficult to read and the argument difficult to discern. It is essential to proofread.

Referencing:

Assignments must be entirely your own work. Failure to provide adequate references constitutes plagiarism. If the exact words or phrases of another author are used they must be in quotation marks with an accompanying reference. Material that is paraphrased – that is, an idea from another author but put into your own words – must also be accompanied by a properly formatted citation. Please use appropriate style (either MLA, APA or Chicago) in a consistent manner throughout the paper.

A great resource for help with citations:

https://owl.purdue.edu/owl/research_and_citation/resources.html

References are essential and have four purposes: (1) they indicate the source of the “quotations,” (2) acknowledge the interpretations and ideas of others, (3) provide authority for facts which might be challenged or result from the research of others, and (4) point to other sources or interpretations of the same topic. In general, references acknowledge the use of another person’s ideas and are essential in avoiding plagiarism.

Plagiarism and Academic Dishonesty:

Plagiarism is a serious academic offence. Presenting an idea, words or an exact phrase of another author as your own work constitutes plagiarism. All students are required to know what constitutes plagiarism and how to avoid it.

If you have questions about what constitutes plagiarism you can consult the Lakehead University calendar available online:

<http://calendar.lakeheadu.ca/current/contents/regulations/univeregsIXacdishon.html>

All cases of plagiarism will be dealt with in accordance with the Student Code of Conduct and Disciplinary Procedures approved by Senate and the Board of Governors. Other instances of Academic Dishonesty, including but not limited to double submission, purchasing of assignments (either online or from another student on campus), or copying of assignments will also be dealt with in accordance with the University regulations on Academic Dishonesty. Students may obtain a copy of the “Code of Student Behaviour and Disciplinary Procedures” from the Office of the Registrar for more information.

Please do your own work. Your ideas and contributions are valuable. See each assignment as an opportunity to build your writing and analysis skills.

ASSIGNMENT INSTRUCTIONS

Note: Assignments will also be discussed in class.

Participation (15%, evaluated throughout term)

Students should come to class with all materials read and notes taken in order to be prepared to contribute to class discussion through questions, comments, and respectful attention. In particular, you should come to each class prepared to spark discussion with a substantive reflection or observation about at least one of the readings. You should come to class prepared to answer or engage with the questions posed by weekly facilitators/discussants, or offer your own thoughts, insights or questions in relation to the readings or topic for each week.

Recognizing that there are numerous ways to participate, you can also show your active engagement by adding your thoughts to the zoom chat box and sharing with your classmates, turning your camera on and showing signs of active engagement (such as nodding, reacting, note taking, etc.). You may also use the zoom “emojis” to react and respond to points made by your classmates.

Article Discussant (3 x 15% = 45%)

On three dates throughout term, students will be assigned as discussants for one of the week’s required readings. A discussant will perform a “close reading” of the article, taking detailed notes and reflecting on the key points and arguments raised in the article. These reflections could include personal points of agreement or disagreement, connection to other course readings or concepts, connections to social movements, historical or contemporary events and/or debates.

This assignment has two parts: a written component, which includes your notes and reflections on the assigned article (point form is totally acceptable), which will be submitted to Dr. Chisholm prior

to class; and an oral component, which involves the discussant responding to the questions or points raised by the discussion facilitators, and/or sharing some thoughts and reflections from your notes.

The length of the written component will vary, but roughly 3-5 pages of notes would reflect a “close reading” and thoughtful consideration of the author’s main points. Discussants need not share everything they’ve written with the class, but may choose a few insights, responses to questions, or points of confusion/disagreement.

Show + Tell (10%)

There are so many incredible intersectional feminist writers, theorists, activists and movements that it would be impossible to cover in one class! Students are asked to find one such example and share it with the class. This could be anything from a social media profile of an activist you’re really inspired by, a news piece about or related to intersectional feminist resistance, a book or author you are inspired by, a film recommendation or clip.

There is no specific due date for this assignment, so you may complete it at any point throughout the term. Just let Dr. Chisholm know, in advance of class, that you would like to share your Show + Tell. Please bring the example with you to class, and prepare a short, one paragraph description of your example and how you think it relates to course concepts and themes.

Final Paper or Creative Project (30%):

Students will submit a 10-12 page paper on a course-related topic of your choice. The final essay is intended for students to critically engage with course concepts, offer critique and analysis, and develop an argument or standpoint. Papers must integrate at least two (2) course readings and four (4) or more outside sources. You are welcome to reference news media, films and television, or current events, however this does not take the place of the four (4) academic sources required. You may take this opportunity to examine a topic we’ve covered in more depth, or you may choose to write about a related topic that we did not cover in class.

In place of a research paper, students may opt to produce a creative project. This could involve the creation of art piece, poem, zine, website, short film, or other creative form. Creative project should include a 5-6 page artist statement and/or description of your work and its relationship to course concepts and themes. In this written description, you must reference at least 3 course readings or outside sources. Creative projects will be evaluated based on the depth of engagement with ideas, rather than the artistic merit of the piece (i.e. you don’t have to be a world class artist or writer to produce creative work!).

WEEKLY SCHEDULE

Week 1: January 14th, 2022 Introduction to Course

Reading:

hooks, bell. (1994). Theory as Liberatory Practice. *Teaching to Transgress: Education as the Practice of Freedom*. Routledge: New York. Pgs. 59-75.

Week 2: January 21st, 2022 Intersectional Feminism:

Reading:

Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. *The University of Chicago Legal Forum*. Vol. 139. pgs. 139-167. (1991).

Crenshaw, K. (Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Colour. *Stanford Law Review*. Vol. 43(6). pgs. 1241-1299

Clips:

Kimberle Crenshaw Discusses Intersectional Feminism.

https://www.youtube.com/watch?v=ROwquxC_Gxc

“The Urgency of Intersectionality” Kimberle Crenshaw at TEDWomen 2016.

https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality#t-91869

Week 3: January 28th, 2022 Locating Intersectionality

Reading:

Lorde, Audre. (1984). The Masters Tools Will Never Dismantle the Master’s House. *Sister Outsider: Essays and Speeches* by Audre Lorde. Crossing Press: California. pgs. 110-113. (1984).

Lorde, Audre. (1984).The Uses of Anger: Women Responding to Racism. *Sister Outsider: Essays and Speeches* by Audre Lorde. Crossing Press: California. pgs. 124-133

Lorde, Audre. (1984). Eye to Eye: Black Women, Hatred and Anger. *Sister Outsider: Essays and Speeches* by Audre Lorde. Crossing Press: California. pgs. 145-175.

Week 4: February 4th, 2022 Intersectional History

Reading:

Davis, Angela. (1981). The Legacy of Slavery: Standards for a New Womanhood. *Women, Race & Class*. Vintage Books: New York. pgs. 3-29. (1981).

The Anti-Slavery Movement and the Birth of Women’s Rights. *Women, Race & Class*. Vintage Books: New York. pgs. 30-45.

Clips:

Angela Davis Talks about Revolution <https://www.youtube.com/watch?v=HuBqyBE1Ppw>

Week 5: February 11th, 2022 Colonialism and Intersectional Feminism

Reading:

Maracle, Lee.(1996). I Am Woman. I Am Woman: A Native Perspective on Sociology and Feminism. Press Gang: Richmond. pgs. 14-19.

Maracle, Lee.((1996). Isn't Love a Given?. I Am Woman: A Native Perspective on Sociology and Feminism. Press Gang: Richmond. pgs. 17-30.

(1996). My Love. I Am Woman: A Native Perspective on Sociology and Feminism. Press Gang: Richmond. pgs. 31-35.

Maracle, Lee.((1996). Normal vs. Natural. I Am Woman: A Native Perspective on Sociology and Feminism. Press Gang: Richmond. pgs. 127-136.

Maracle, Lee.((1996). The Women's Movement. I Am Woman: A Native Perspective on Sociology and Feminism. Press Gang: Richmond. pgs. 137-140.

Week 6: February 18th, 2022 Intersectional Sex

Reading:

Stryker, Susan. (2017). Trans Liberation. Transgender History, second edition: The Roots of Today's Revolution. Da Capo Press. pgs ***

Anloos, Jeffrey, et al. (2021). Radical Care and Decolonial Futures: Conversations on Identity, Health, and Spirituality with Indigenous Queer, Trans and Two-Spirit Youth. *International Journal of Child, Youth and Family Studies*. Vol. 12 (3-4). Pgs. 74-103

February 25th *READING WEEK NO CLASSES*

Week 7: March 4th, 2022 Intersectionality and Reproductive Justice

Reading:

Ross, Loretta. (1993). African American Women and Abortion 1800-1970. Theorizing Black Feminisms: The Visionary Pragmatism of Black Women. Routledge: New York. pgs. 142-161.

Nelson, Jennifer. (2010). "All this that has happened to me shouldn't happen to nobody else": Loretta Ross and the Women of Colour Reproductive Freedom Movement of the 1980s. *Journal of Women's History*. Vol. 22(3). pgs. 136-160.

Week 8: March 11th, 2022 Indigenous Reproductive Justice

Reading:

LaDuke, Winona. (1999). Akwesasne: Mohawk Mother's Milk and PCBs. *All Our Relations: Native Struggles for Land and Life*. South End Press: Cambridge. pgs. 11-26.

Wiebe, Sarah Marie. (2017). Toxic Matters: Vital and Material Struggles for Environmental Reproductive Justice. *Abortion: History, Politics, and Reproductive Justice after Morgantaler*. UBC Press: Vancouver. pgs. 313-334.

Week 9: March 18th, 2022 Sisterhood is Global?

Reading:

Lugones, Maria. & Spelman, Elizabeth. (1983). Have We Got a Theory for You!: Feminist Theory, Cultural Imperialism and the Demand for 'the Woman's Voice'. *Women's Studies International Forum*. Vol. 6(6). pgs. 573-581.

Lugones, Maria. & Rosezelle, Pat Alake. (1995). Sisterhood and Friendship as Feminist Models. *Feminism and Community*. Weiss, Penny A. & Friedman Marilyn (Eds.). Temple University Press: Philadelphia. pgs. 135-146.

hooks, bell. (1995). Sisterhood: Political Solidarity Between Women. *Feminism and Community*. Weiss, Penny A. & Friedman Marilyn (Eds.). Temple University Press: Philadelphia. pgs. 293-316.

Week 10: March 25th, 2022 Sisterhood is Intersectional?

Reading:

Alcoff, Linda. (1992). The Problem of Speaking for Others. *Cultural Critique*. No. 20. pgs. 5-32.

Ortega, Mariana. (2006). Being Lovingly, Knowingly Ignorant: White Feminism and Women of Color. *Hypatia*. Vol. 21(3). pgs. 56-74.

Week 11: April 1st, 2022 Feminism Without Borders

Reading:

Mohanty, Chandra. (2003). Introduction: Decolonization, Anticapitalist Critique and Feminist Commitments. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Duke University Press: Durham. pgs. 1-13.

Mohanty, Chandra. (2003). Cartographies of Struggle: Third World Women and the Politics of Feminism. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Duke University Press: Durham. pgs. 43-84.

Week 12: April 8th, 2022 LOVE as Feminist Praxis

Reading:

hooks, bell. (2000). Values: Living by a Love Ethic. All About Love: New Visions. Harper Collins: New York. Pgs. 85-102.

hooks, bell. (2000). Community: Loving Communion. All About Love: New Visions. Harper Collins: New York. Pgs. 127-144.

hooks, bell. (2000). Healing: Redemptive Love. All About Love: New Visions. Harper Collins: New York. Pgs. 207-222.

Looking Forward to an Excellent Term!