

DRAFT: SUBJECT TO CHANGE

University of Western Ontario
 Department of Women Studies and Feminist Research
 Fall 2015

Women's Studies 2263F: Intersections: Race, Class, and Sexuality
 Tuesdays, 10:30am-1:30pm
 AHB-1B08

Instructor: Dr. Andrea S. Allen
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Are Latinas inherently sexy and sensual women? Are poor people, especially nonwhite people, lazy and shiftless? Do Aboriginal women make “bad” mothers? Are Asian men less “manly” than black men? These questions, among others, will be discussed in this course as we investigate the intersections between race, class, and sexuality from an interdisciplinary perspective. One of the main objectives of this course will be to unravel how human beings become categories that expand beyond the seemingly binary divide between “the sexes,” “the races,” and the “haves and have-nots.” Instead, we will consider the real-life experiences of “Muslim women” or “two-spirit people” through an examination of texts from the fields of anthropology, cultural studies, feminist studies, and queer studies, among others. In addition, our examination of products from popular culture, such as films, television shows, music videos, and clips from the internet, will provide thoughtful, and often provocative, examples of the complex representations of race, gender, class, and sexuality in our society.

Course Requirements:

Class Participation	10%
Midterm	25%
Two Short Paper (3-4 pages)	30% (15% each)
Final Exam	35%

Course Objectives:

- 1) Recognize and critically engage some of the major feminist approaches and debates to the study of the intersecting axes of race, class, gender, sexuality, religion, and culture.
- 2) Develop nuanced awareness of how socio-political and historical factors influence perceptions and experiences of women *and* men from various racial, ethnic, and socioeconomic perspectives.
- 3) Reflect, both personally and analytically, on the implications of the intersecting axes of race, class, gender, religion, and culture in relation to our gendered material and everyday realities.
- 4) Augment proficiency in critical thinking, research, and analytical skills.
- 5) Improve oral and written communication.

Course Website:

All course information, including assignments will be posted on the course OWL Sakai website:
<https://owl.uwo.ca/portal>

Course Evaluation Details:

Class participation (10% of final grade): Attendance will be recorded. An excessive number of absences (i.e., more than two) will result in a deduction from your participation grade. Regular lateness to class may also result in deductions. Class participation is an important component of the class participation grade. Disruptive behavior (described in the Policies section) will result in deductions as well.

Two short essay (three-four pages each) (30% of your grade): The essay should cover only the readings that were assigned on or before the assignment is due. The essay must have a thesis. Thesis must be italicized in essay. The essay should address an interesting theme that struck you from the readings, a short critique, or a comparison of an aspect of the readings. The essay must be double-spaced, in 12 pt. Times New Roman font, with no extraneous spaces between paragraphs. Papers are to be handed in at the beginning of class. Detailed instructions and guidance will be provided in class and on the course website.

Midterm (25% of final grade): midterm will involve short answer questions, identifications, and/or essay questions. The midterm will cover all course material, e.g., required texts, lectures, and films, up until the midterm. (Further guidelines will be posted on OWL and discussed in class). Midterm

Final exam (35% of your grade): test will involve short answers, identifications, and essays. The final will cover all course material, e.g., required texts, lectures, and films, and it is expected that students will know the material. (Further guidelines will be posted on OWL and discussed in class)

Course Policies

Attendance Policy:

As UWO Senate requires, “Students whose absences from classes and/or tutorials are deemed excessive by the instructor can be debarred from writing the final exam in the course, according to the procedures established under “Academic Policies/Regulations” in the 2014 Western Academic Calendar:
<http://www.westerncalendar.uwo.ca/2014/pg93.html>

Please note the attendance policy of the Department of Women’s Studies and Feminist Research: “In classes without final examinations, persistent absenteeism (defined by the Department as three [3] weeks in half courses, and six [6] weeks in full courses) may be rendered grounds for failure in the course (after due warning is given).”

Submitting Assignments:

Please hand in hard copies of all written assignments in WS 2263G; you are also required to submit electronic copies of all written assignments (excluding tests/exams) to Turnitin.com through the course Owl links.

Deadlines are registered as the date/time these assignments are due to Turnitin, and late penalties are assessed based on the submission time to the Turnitin site – so please don’t forget to load your paper to Turnitin on time! Again, we also need hard copies to mark, so assignments not handed in during class must be deposited in the WS essay drop box, located outside the WSFR Main Office doors, Lawson Hall 3260.

Essays not submitted to Turnitin will receive grades converted to 0.

Policy on Missed/Late Assignments:

Regarding the University’s medical policy, UWO Senate requires that “Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide

documentation. Academic accommodation cannot be granted by the instructor or department. For UWO Policy on Accommodation for Medical Illness

see: <http://www.westerncalendar.uwo.ca/2011/pg117.html> and

(<https://studentservices.uwo.ca/secure/index.cfm>)." See also

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

and the Student Medical Certificate (SMC) at <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>)

Requests for accommodation must be made as soon as possible and, according to A&H requirements, no later than within 28 days from the missed assignment.

Students who submit assignments late without making a prior agreement with the Instructor or without a valid medical certificate will be penalized 2% for every 24-hour period past the assignment deadline.

Turnitin:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)

Academic Offences:

Scholastic offenses are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>.

Note for students with disabilities: Please contact ws-ugrad@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

Expectations & Responsibilities:

Learning occurs in a social environment and is a collaborative experience that requires the active participation of all those involved – teachers, teaching assistants and students. Successful learning happens when the professor, the assistants and the students uphold their respective roles and responsibilities. In this sense, learning is a co-responsibility that depends on the instructor, teaching assistants *and* the students coming to class prepared. It is the responsibility of the professor to come to class prepared to lecture on course material. It is also the professor's responsibility to address and respond to student's questions about course material in class and during specified office hours. It is the responsibility of the teaching assistants to assist the professor in the preparation and grading of exams and papers, and to address students' questions about course material during the year and before the final exam. It is the responsibility of students to prepare for class by completing required course readings before class, to attend class regularly, listen to the lectures, take notes in class, and ask questions about course material in class and on OWL. Students are expected to purchase a dictionary or use an online dictionary (e.g. www.dictionary.com) if they need help understanding the required course readings.

Classroom Etiquette: Creating and maintaining a respectful and productive learning environment

In order to maintain a respectful and productive learning environment, it is essential that students arrive at class ready to listen and attend to lectures and films. Disrespectful and disruptive behaviour during class will not be tolerated and will affect one's participation grade. Disrespectful and disruptive behaviour includes the following: texting or talking on mobile phones, chatting on or browsing Facebook or other social media sites, persistent talking during lectures or films, wearing headphones, emailing, and/or surfing the Internet for non-class purposes. Students observed to be engaging in this behaviour during class will be asked to stop. If disruptive behaviour persists, the professor will use her discretion and judgment in deciding how best to deal with the situation. For example, the participation grade may be adversely affected for those individuals who are found using their notebook computers for non-academic purposes during class.

Email Policy: If you have any questions or concerns related to the course, feel free to contact me through OWL, the course website. We will try to respond within 48 hours. If there is an emergency, please contact me at aallen65@uwo.ca. Please use your Western email account in order to reduce the chance that your email will be labelled as spam. In addition, I will send out emails regularly in this course. I expect that you will check your email and the course website at least once a day. Failure to check your email regularly will not be considered an excuse for failing to complete an assignment or for failing to do so according to specified directions. Finally, if you email me, please follow proper letter-writing etiquette.

Course Schedule

Module 1: Engagement and disengagement with intersectionality

September 15: Week 1: Introduction

September 22: Week 2 : Intersectionality

- Kimberlé Crenshaw Williams (1999). “Mapping the margins: Intersectionality, identity Politics, and violence against women of color.” *Stanford Law Review* 6: 1241–99.
- Kimberlé Crenshaw Williams (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* Volume 140: 139–67.
- Richard Delgado and Jean Stefancic, eds. (2000) “Introduction.” *Critical race theory: the cutting edge*. 2nd ed. Philadelphia : Temple University Press. 1-11.

September 29: Week 3: Engagements with Intersectionality

- Sumi Cho, Kimberlé Williams Crenshaw, and Leslie McCall, eds. (2013). “Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis.” *Signs* 38:4 785-810.
- Jennifer C Nash (2008). “Re-thinking Intersectionality.” *Feminist Review* 89: 1-15.
- Tracey Reynolds (2002). “Re-Thinking a Black Feminist Standpoint.” *Ethnic and Racial Studies* 25:4 591–606.

Module: Contested identities, experiences, and standpoints in North America (FIRST SHORT PAPER DUE)

October 6: Week 4: Whiteness, women, and visibility

- Peggy McIntosh (1989). “White Privilege: Unpacking the Invisible Knapsack”; *Peace and Freedom Magazine* July-August: 10-12.
- Catherine McKinnon (1991). “From Practice to Theory, or What Is a White Woman Anyway?” *Yale Journal of Law & Feminism* 4: 13-22.
- Katerina Deliovsky (2010). *White femininity: Race, gender and power*. Black Point, Nova, Scotia: Fernwood. 1-11; 15-52; 55-65.

October 13: Week 5: Indigeneity, women, and marginalization and Midterm Review

- Robyn Bourgeois (2009). “Deceptive Inclusion: The 2010 Vancouver Olympics and Violence against First Nations Women,” *Canadian Woman Studies* 27: 2-3 39-44.

- Kristen Gilchrist (2010). “‘Newsworthy’ Victims? Exploring Differences in Canadian Local Press Coverage of Missing/Murdered Aboriginal and White Women,” *Feminist Media Studies* 10:4 373-390.
- Bonita Lawrence (2008). “Regulating Native Identity.” *Daily Struggles: the deepening racialization and feminization of poverty in Canada*. Maria A. Wallis and Siu-ming Kwok eds. Toronto: Canadian Scholars Press. 59-78.

October 20: Week 6: Midterm

October 27: Week 7: Latinas, crossroads, and embodiment

- Isabel Molina-Guzmán. Excerpt from *Dangerous Curves: Latina Bodies in the Media*. New York: New York University Press. 1-22; 51-86.
- Alma Garica, ed (1997). “Introduction.” *Chicana Feminist Thought: the basic historical writings*. New York: Routledge. 1-20.
- Gloria Anzaldúa (1999). Excerpts from *Borderlands= La frontera*. Introduction by Sonia Saldívar-Hull. San Francisco: Aunt Lute Books.

November 3: Week 8: Asian women, invisibility, and space

- Enakshi Dua (2007) “Exclusion through Inclusion: Female Asian Migration in the Making of Canada as a White Settler Nation,” *Gender, Place & Culture: A Journal of Feminist Geography* 14:4 445-466.
- Celine Parreñas Shimizu (2007). “Introduction.” *The hypersexuality of Asian/American women: toward a politically productive perversity on screen and scene*. Durham: Duke University Press. 1-29.
- Mitsuye Yamada (2009). “Invisibility is an Unnatural Disaster: Reflections of an Asian American Woman” In Carole Ruth McCann and Seung-Kyung Kim, eds. *Feminist theory reader: Local and global perspectives*. New York, NY: Taylor & Francis Books, Inc: 174-178.

**Module 3: Intersectional issues
(SECOND SHORT PAPER DUE)**

November 10: Week 9: Class

- Grace Edward-Galabuzi (2008). “Social Exclusion: Socio-economic and Political Implications of the Racialized Gap.” *Daily Struggles: the deepening racialization and feminization of poverty in Canada*. Maria A. Wallis and Siu-ming Kwok eds. Toronto: Canadian Scholars Press. 81-94.
- Punam Kholsa (2008). “If Low-Income Women Counted in Toronto.” *Daily Struggles: the deepening racialization and feminization of poverty in Canada*. Maria A. Wallis and Siu-ming Kwok eds. Toronto: Canadian Scholars Press. 223-248.
- Linda Tirado (2014). Excerpts from *Hand to mouth: living in bootstrap America*. New York: G.P. Putnam's Sons, Penguin Group.

November 17: Week 10: Masculinity

- Connell and Messerschmidt, “Hegemonic Masculinity: Rethinking the Concept”
- TBA

November 24: Week 11: Case Study: Asian Men

- Eng, David. 2001. "Introduction: Racial Castration." *Racial Castration: Managing Masculinity in Asian America*. Durham: Duke University Press. 1-34
- Robert G. Lee (2009). "The Third Sex: Asian American Men in Popular Culture." *Sex, gender, and sexuality: the new basics: an anthology*. Oxford; New York: Oxford University Press. 322-333.

December 1: Week 12: Trans* and Two-Spirit

- Patricia Eilliot (2004). "Who Gets to Be a Woman?: Feminist Politics and the Question of TransInclusion" *Atlantis* 29:1 13-20.
- Karina L. Walters, Teresa Evans-Campbell, Jane M. Simoni, Theresa Ronquillo, Rupaleem Bhuyan (2006). "'My Spirit in My Heart': Identity Experiences and Challenges Among American Indian Two-Spirit Women." *Challenging lesbian norms: intersex, transgender, intersectional, and queer perspectives*. Angela Pattatucci Aragon, ed. Binghamton, NY : Harrington Park Press. 125-150.
- Susan Stryker (2006). "(De)Subjugated Knowledges: An Introduction to Transgender Studies." Susan Stryker and Stephen Whittle eds., *The Transgender Studies*. New York: Routledge. 1-18.

December 8: Week 13: Religion and Gender and Final Review

- Sheema Khan (2009). Excerpts from *Of hockey and hijab : reflections of a Canadian Muslim woman*. Toronto: TSAR Books.
- Duncan, "Aunt(y) Jemima in Toronto Spiritual Baptist Experience: Spiritual Mother or Servile Woman?"
- Gallagher, "Where Are the Antifeminist Evangelicals? Evangelical Identity, Subcultural Location, and Attitudes toward Feminism Gender and Society"

(FINAL EXAM DATE AND LOCATION: TBA)