

INTERSECTIONAL FEMINISM

ENG 111: First-Year Writing Seminar
Cornell College
Fall 2018, Block 3, 12-3 p.m. in Cole Library 410

Dr. Becca Klaver

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Office hours: I am usually available before and after class; email me to make an appointment

Course Description

Our everyday interactions—the ways we see ourselves and the ways others treat us—are deeply influenced by the interrelationship of gender, sexuality, race, class, and other identity categories. Black feminists in the 1970s were the first to fully theorize this idea, which we now call “intersectionality.” From Black Power to Black Lives Matter, from the Combahee River Collective to the Crunk Feminist Collective, this course spans fifty years of intersectional thought. We will use intersectionality as a lens through which to analyze identity and power in poetry, music videos, essays, social media culture, campus life, and more. Writing assignments will include intersection papers (reading responses), two essays, and a collaborative podcast, and will allow you to hone your skills in close reading, critical thinking, making claims, library research, and multimedia writing.

Required Course Texts

- *Sister Outsider* by Audre Lorde (ISBN 9781580911863)
- *Introducing Intersectionality* by Mary Romero (ISBN 9780745663678)
- *This Bridge Called My Back: Writings By Radical Women of Color* Fourth Edition, eds. Moraga and Anzaldúa (ISBN 9781438454382)
- *The BreakBeat Poets Vol. 2: Black Girl Magic*, eds. Woods, Browne, and Simmonds (ISBN 9781608468577)
- Recommended/on library reserve: *Oxford Handbook of Feminist Theory* (ISBN 9780190872823). Borrow from 3rd floor circulation desk: REF 305.4201 Ox26 2018

Learning Objectives

In this first-year writing course, you will gain guided practice in:

- critical reading.
- writing as a continuous process.
- writing appropriately for a given audience.
- developing a thesis and sustaining an argument with evidence.
- evaluating, citing, and documenting sources appropriately.
- incorporating feedback and revision.

Educational Priorities and Outcomes

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on inquiry, communication, and intercultural literacy.

Course Requirements and Grading

Participation Participation in class discussions at least once a day will earn a passing grade; those who earn an A contribute to the discussion regularly and thoughtfully, engaging with the assigned readings. Remember that asking questions and responding to others' ideas are good ways to participate. In-class writing also counts toward participation. Your participation grade will be docked if you are absent, inattentive, or on your phone/device for non-course-related purposes.	10%
Credit/No Credit Assignments You will receive credit/no credit for completing or attending the following assignments and sessions: Intersection Papers, Annotated Bibliography, Fieldnotes and Interview Questions, Podcast Comments, Final Reflection; Writing Studio Visit, Kemi Alabi Reading, Conference.	30%
Graded Assignments You will receive a percentage grade out of 100 for the following assignments: Essay 1 15% Essay 2 25% Podcast 20% (group grade)	60%

Grading Scale: 90-100 A, 80-89 B, 70-79 C, 60-69 D, 0-59 F.

Intersection Papers

A significant portion of the writing that you will complete for this course will take the form of intersection papers. These should be single-spaced reading responses of at least 250 words that you print and bring to class with you. Your goal is to make connections and find intersections across the assigned readings for that day, including identifying crucial differences. You do not need to refer to every reading, but you should include quotations (of one sentence or less) and/or examples from more than one source. Finally, you should include 1-3 questions at the end (things you're curious about, ideas for future research, philosophical questions, requests for clarification). Intersection papers are important assignments but are ungraded: this is meant to encourage you to take risks, write in exploratory ways, and experiment with style and voice. You will get full credit as long as you follow these guidelines.

Attendance Policy

You can miss one class for any reason without your final grade being affected. "Any reason" includes sick days, mental health days, funerals, cars breaking down, etc. (i.e., there is no such thing as an "excused absence," but you do get one free absence). If you miss two to three classes, your final grade will be docked. Missing four or more class sessions leads to automatic failure.

Late Assignment Policy

Intersection papers and other smaller assignments will receive half credit if turned in one day late, and no credit if turned in more than a day late. Essay grades will drop one full letter grade for each day that the rough or final draft is late (for example, an essay that would have earned an A will earn a C if turned in two days late). Because of the cumulative, writing-intensive nature of this course, it is very important to meet deadlines.

Revision Policy

You can revise Essay 1 and/or Essay 2, and the new grade will replace your original grade. Revisions are due within two days after graded essays are returned. The original essay with my comments should be stapled to the bottom of the revised version.

Technology Policy

You should silence your phones and put them away during class. While I encourage you to print out Moodle handouts for class, laptops and tablets are allowed for referring to assigned readings and peers' writing, except for poetry, which you must print. If you'd prefer to read Moodle handouts on a tablet or laptop, you must use annotation software to take notes. On peer workshop days, you should bring a laptop as well as hard copies of your essay drafts.

Academic Honesty & Plagiarism

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

Students with Disabilities

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see the [Disability Services website](#).

Writing Studio

You will be required to attend a session at the Writing Studio before turning in Essay 1. This visit can take place anytime during the writing process, from the brainstorming stage to the final revision. I encourage you to attend a session for Essay 2 as well. Make an appointment in person (Cole Library 314) or call 319-895-4462.

Counseling Center

Everyone needs extra support sometimes. If this block turns out to be one of those times, please feel free to speak with me, and don't hesitate to make a free, confidential appointment at the Counseling Center: call 319-895-4292, or stop by the front desk at Ebersole.

Readings – Week 1

(M) = on Moodle

Monday, October 22

1. bell hooks, three chapters from *Feminism Is for Everybody* (2000)

Tuesday, October 23

1. Mary Romero, “Where Does Intersectionality Come From?” in *Introducing Intersectionality* (2018)
2. Brittney Cooper, “Intersectionality” from *The Oxford Handbook of Feminist Theory* (2015), pp. 1-6 (M)
3. Frances Beal, “Double Jeopardy” from *The Black Woman* (1970) (M)
4. Nikki Giovanni, two poems from *The Black Woman* (M)

Wednesday, October 24

1. Patricia Hill Collins and Sirma Bilge, “Getting the History of Intersectionality Straight,” from *Intersectionality* (2016) (M)
2. “The Combahee River Collective Statement” (1977) in *This Bridge Called My Back* (pp. 210-18) or (M)
3. Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House” and “Age, Race, Class, and Sex: Women Redefining Difference” in *Sister Outsider* (1984)
4. Jo Carillo, “And When You Leave, Take Your Pictures with You” (*This Bridge* p. 60)

Thursday, October 25

1. Audre Lorde, “An Open Letter to Mary Daly” in *Sister Outsider*
2. Cherrie Moraga, “La Güera” (*This Bridge* pp. 22-29)
3. Barbara and Beverly Smith, “Across the Kitchen Table: A Sister-to-Sister Dialogue” (*This Bridge* pp. 111-125)
4. Merle Woo, “Letter to Ma” (*This Bridge* pp. 138-145)
5. Barbara Cameron, “Gee You Don’t Seem Like an Indian from the Reservation” (*This Bridge* pp. 41-47)
6. Kate Rushin, “The Bridge Poem” (p. xxxiii) and “The Tired Poem” (p. 106) in *This Bridge*

Friday, October 26

1. Audre Lorde, “Poetry Is Not a Luxury” in *Sister Outsider*
2. Gloria Anzaldúa, “Speaking in Tongues” (*This Bridge* pp. 163-172)
3. Poems from *This Bridge*: Rosario Morales, “We’re All in the Same Boat” (p. 87); Cherrie Moraga, “The Welder” (p. 219)
4. Visual art from *This Bridge: Aveugle Voix* by Theresa Hak Kyung Cha (p. 160) and *Untitled (Body Tracks)* by Ana Mendieta (p. 246)
5. “Shitty First Drafts” by Anne Lamott (M)