

UNDERSTANDING LIVED EXPERIENCES: USING AN INTERSECTIONAL PERSPECTIVE

Fall 2022 Term

Instructor: Dr. Meridith Griffin
Email: griffmb@mcmaster.ca
Lecture: Tuesdays, 11:30am-2:20pm
Location: KTH B132

Office: KTH 241 and/or Zoom
Office Hours: By Appointment

TA: TBD
TA email: TBD

Course Description

This course will provide insight into understanding lived experiences using an intersectional perspective. We will begin by examining how social psychologists study lived experience, both theoretically and methodologically. This will be followed by a discussion of the theory and concept of intersectionality as it was coined by Kimberlé Crenshaw (in 1989), as well as more contemporary scholarship on the topic. The second part of this course focuses on case studies that examine lived experiences of disadvantage and oppression in various contexts and amidst diverse structural circumstances. For example, we will delving into topics and contexts such as eugenics, health, sport/physical activity, technology, education, and activism where intersectionality is lived and experienced. This course is designed to get students to think critically about how identities are experienced and the impact that these identities can have on the individual, the group, and society.

Course Objectives

By the end of the course students should be able to:

- Understand the dominant theoretical and methodological perspectives that are utilized to study lived experiences more generally, and those living with minoritized identities more specifically, as well as appreciate the strengths and limitations of these approaches
- Gain a critical understanding of the impact that the individual and society has on people living with multiple/minoritized identities
- Be able to apply concepts learned to current situations and events in the community and around the world.
- Enhance students' critical thinking, writing, and organizational skills through course assignments, as well as enhance students' communication skills through on-line class discussions.

Required Materials and Texts

- All readings will be available either through Avenue to Learn or on-line.

Class Format

This will be delivered in a 'blended' format, with lectures and class discussion occurring either in-person OR virtually by zoom (during scheduled class time) depending on the week in question. Announcements about whether we will meet in-person or virtually will be posted on Avenue to Learn. I will make every effort to give a minimum of one week's notice as to the format for the following week, but may have to make last minute changes as necessary.

Course Evaluation – Overview

1. Reflection Assignment - 20%, due October 4
2. Quiz – 20%, due October 18
3. Discussions – 20%, weekly throughout the term
4. Final Assignment – 40%
 - a. Topic Proposal & Annotated Bibliography (10%) due November 15
 - b. Full Assignment (30%) due December 6

Course Evaluation – Details

Reflection Assignment (20%), due October 4, 2022

The first assignment will require you to critically engage with your own lived experiences of intersectionality and use what has been learned in class to analyze these experiences. A more detailed breakdown of the assignment will be provided on Avenue to Learn.

Quiz (20%), due October 18, 2022

The quiz will be a take-home format with multiple choice and short answer style questions. The quiz will be available from 9am-9pm on October 18 and will be submitted through Avenue to learn.

Discussion (20%), throughout the term

In the weeks that we meet in person, we will be holding small group discussions with short assignments/reflections to submit for evaluation. You must be in class in order to participate, and for me to be able to document your participation in these discussions.

In the weeks that we meet virtually by zoom, we will be using the Discussion capabilities of Avenue to Learn, and your participation therein will account for your discussion mark.

For each virtual week that where we cover a substantive topic, you are asked to *either respond* to a discussion prompt OR *create* a relevant post/prompt for your classmates to respond to, on Avenue. More detailed instructions will be provided at the start of term.

Final Assignment (40%), Proposal & Annotated Bibliography due November 15, Full Assignment due December 6, 2022

For this assignment, you will get the opportunity to explore the lived experiences of intersectionality via a topic of your choice. This assignment may be done individually or as a group (of no more than 3). A more detailed breakdown of the assignment will be provided on Avenue.

- a. Topic Proposal & Annotated Bibliography (10%) due November 15
- b. Full Assignment (30%) due December 6

Weekly Course Schedule and Required Readings

Week 1 (Sept 6)

'Lecture': Introduction to the Course – Structure and Expectations

Readings: None

Week 2 (Sept 13)

Lecture: What is Lived Experience? How Do We Study Lived Experience?

Readings: Prus, R. (1996). Studying human lived experience: An introduction to the intersubjective enterprise. In *Symbolic interaction and ethnographic research, Chapter 1* (**Excerpt: read pp. 8-21). New York, NY: Suny Press.

Week 3 (Sept 20)

Lecture: Intersectionality – An Introduction

Readings: “Intersecting Oppressions”, Patricia Hill Collins

Video: Kimberlé Crenshaw: The urgency of intersectionality

Week 4 (Sept 27)

**Lecture: The History of Eugenics & Current Day Neo Eugenics
Guest Lecturer: Dr. Aly Bailey**

Readings: Strange, C., & Stephen, J. A. (2010). Eugenics in Canada: A Checkered History, 1850s–1990s. In *The Oxford Handbook of the History of Eugenics*.

Wilson, R.A. (2015). The role of oral history in surviving a eugenic past. In High, S. (Ed.), *Beyond testimony and trauma: Oral history in the aftermath of mass violence*, Chapter 4, pp. 119-138. Vancouver, BC: UBC Press.

Week 5 (Oct 4)

Lecture: Intersectionality & Health

Readings: Strings, S. (2019). *Fearing the black body: The racial origins of fat phobia*. New York University Press. Selected chapter: "Fat, Revisited," pp. 187-203.

Due Date: Reflection Assignment Due October 4th by 11:59pm

Week 6 (Oct 11)

MIDTERM RECESS

Readings: No Readings or Lecture

Week 7 (Oct 18)

QUIZ (Take-Home)

Readings: No Readings

Due Date: Quiz Due on October 22 by 09:00pm

Week 8 (Oct 25)

Lecture: Intersectionality & Sport/Physical Activity

Readings: Stride, A. (2016). Centralizing space: The physical education and physical activity experiences of South Asian, Muslim girls. *Sport, Education & Society*, 21(5), 677-697.

Sparkes, A.C., & Smith, B. (2002). Sport, spinal cord injury, embodied masculinities, and the dilemmas of narrative identity. *Men & Masculinities*, 4(3), 258-285.

Week 9 (Nov 1)

Lecture: Intersectionality & Technology

Readings: Magnet, S.A. (2011). Biometric failure. In Magnet, S.A., *When biometrics fail: Gender, race, and the technology of identity*, pp. 19-50. Durham, NC: Duke University Press.

Costanza-Chock, S. (2020) #traveling while trans, design justice, and escape from the matrix of domination. Available at:
<https://design-justice.pubpub.org/pub/ap8rgw5e/release/1>

Week 10 (Nov 8)

Lecture: Intersectionality & Education

Readings: Huber, L.P., & Cueva, B.M. (2012). Chicana/Latina *Testimonios* on effects and responses to microaggressions. *Equity & Excellence in Education*, 45(3), 392-410.

Week 11 (Nov 15)

Lecture: Intersectionality & Activism

Readings: Brown, M., Ray, R., Summers, E., & Fraistat, N. (2017). #SayHerName: A case study of intersectional social media activism. *Ethnic & Racial Studies*, 40(11), 1831-1846.

**Due Date: Topic Proposal and Annotated Bibliography for Final Assignment
Due on November 15 by 11:59pm**

Week 12 (Nov 22)

Lecture: The Future of Intersectionality

Readings: Rice, C., Harrison, E., & Friedman, M. (2019). Doing justice to intersectionality in research. *Cultural Studies ↔ Critical Methodologies*, 409-420.

Week 13 (Nov 29)

Work/Consultation Period for Final Assignment

Readings: No Readings or Lecture

Week 14 (Dec 6)

Readings: No Readings or Lecture

Due Date: Final Assignment Due on December 6 by 11:59pm

Course Policies

Submission of Assignments

Please submit assignments to the appropriate assignment folder on Avenue to Learn. Faxed or e-mailed assignments will not be accepted. Your assignments should be double-spaced, 12-point Times New Roman or Arial font.

Late Assignments

The due dates for assignments are fixed and non-negotiable. There will be a deduction of 5% per day for all late assignments unless you submit a McMaster Student Absence Form (<http://www.mcmaster.ca/msaf>). The MSAF is a self-reporting tool for Undergraduate Students to report absences for medical or other reasons that last up to 3 days and provides the ability to request accommodation for any missed academic work worth less than 25% of your overall. In these cases, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work". Please note these regulations have changed beginning Fall 2015.

This form should be filled out when you are about to return to class after your absence. If you are absent for more than 3 days, or exceed one request per term, you MUST visit your Associate Dean's Office. You may be required to submit supporting documentation.

No Assignments Will Be Accepted 2 Weeks Past the Due Date

Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty

- Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a [RISO](#) accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights](#)

[& Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F