

# INTERSECTIONAL FEMINISM

ENG 111: First-Year Writing Seminar  
Cornell College  
Fall 2019, Block 3, 12-3 p.m., South Hall 100

Dr. Becca Klaver

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Office hours 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, personal and critical essays, contemporary social movements, social media culture, and more. Writing assignments will include Moodle posts, a personal essay, an inquiry essay, a frame and case essay, and a collaborative podcast. By the end of the block, you will know how to read more closely, ask better questions, add more nuance to your critical thinking, hold better conversations, make strong claims supported by evidence, give useful feedback on peers’ writing, incorporate feedback into successful revisions, conduct scholarly research, and create new media writing.

## Required Materials & Supplies

- *This Bridge Called My Back: Writings By Radical Women of Color* (4th Edition), eds. Cherríe Moraga and Gloria Anzaldúa (ISBN 9781438454382)
- *The BreakBeat Poets Vol. 3: Halal If You Hear Me*, eds. Fatimah Asghar and Safia Elhillo (ISBN 9781608466047)
- Moodle handouts, printed and annotated
- Laptop (bring to class every day)

## 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

<p><b>Essays</b>          Essay 1: Inquiry                    20%          Essay 2: Frame and case   25%</p> <p>Both essays must be turned in with all requirements met in order to pass the class.</p>	<p><b>45%</b></p>
<p><b>Daily Assignments</b>          You will receive credit/no credit for completing the following assignments:          Personal Essay, Moodle Posts, Writing Studio Visit, Conference, Podcast          Comments, Final Reflection.</p>	<p><b>20%</b></p>
<p><b>Podcast</b>          Your final project is a small-group multimedia writing assignment. You will          research, plan, record, edit, and present a 20- to 30-minute podcast episode.</p>	<p><b>15%</b></p>
<p><b>Discussion Leading</b>          You will each choose one reading to lead a class discussion on (any text except  <i>They Say I Say</i>). Plan to 1) respond to and reflect on the author’s most compelling          ideas, 2) provide a close reading of at least one passage, and 3) pose at least three          discussion questions to the class. Handouts/slides are optional.</p>	<p><b>10%</b></p>
<p><b>Engagement</b>          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          engagement. Your engagement grade will be docked if you are absent, inattentive,          or on your phone/device for non-course-related purposes.</p>	<p><b>10%</b></p>

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

### Policies

#### 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 results in automatic failure.

#### Late Assignment Policy

Daily assignments (e.g., Moodle posts) are due before class and 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 half 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 B if turned in two days late). Because of the cumulative, writing-intensive nature of this course, it is crucial 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. If you'd prefer to read Moodle handouts on a tablet or laptop, you must use annotation software to take notes, highlight, underline, etc.

**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 are required to attend a session at the Writing Studio before turning in Essay 1. 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. Hours: Mon-Thu: 8-5 and 7-11. Fri: 8-5 p.m. Sun: 1-5, 7-11.

**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.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>Oct. 21</b></p> <p>Welcome &amp; syllabus.</p> <p>What is college writing?</p> <p>What is intersectional feminism? -Alia E. Dastagir article</p> <p>Our own intersections: personal essays (<i>Halal</i>: Najma Sharif)</p>	<p><b>22</b></p> <p><b>Personal essay due</b></p> <p><u>Read for today:</u> 1. <i>They Say I Say</i>, Ch. 11-12 (M) 2. Frances Beal, “Double Jeopardy” (M) 3. Nikki Giovanni, two poems (M) 4. <i>Bridge</i>: Combahee River Collective, “A Black Feminist Statement”; Jo Carrillo, “And When You Leave”</p>	<p><b>23</b></p> <p><b>Moodle Post 1 due</b></p> <p><u>Read for today:</u> 1. <i>They Say I Say</i>, Ch. 9 2. Brittany Cooper, “Intersectionality” pp. 1-6 (M) 3. Mary Romero, “Where Does...” (M) 4. <i>Bridge</i>: Audre Lorde, “An Open Letter” and “The Master’s Tools”; Barbara and Beverly Smith, “Across the Kitchen Table...”</p>	<p><b>24</b></p> <p><b>Moodle Post 2 due</b></p> <p><u>Read for today:</u> 1. <i>They Say I Say</i>, Part 1 2. Collins and Bilge, “Getting the History ... Straight” (M) 3. <i>Bridge</i>: Gloria Anzaldúa, “Speaking in Tongues”; Cherrie Moraga, “La Güëra” and “The Welder”; Rosario Morales, “We’re All...”</p> <p><i>Essay 1 introduced</i></p>	<p><b>25</b></p> <p><b>Moodle Post 3 due</b></p> <p><u>Read for today:</u> 1. <i>They Say I Say</i>, Part 2 2. <i>Bridge</i>: Merle Woo, “Letter to Ma”; Barbara Cameron, “Gee You Don’t...”; Kate Rushin, “The Bridge Poem,” “The Tired Poem” 3. Audre Lorde, “Poetry Is Not a Luxury” (M)</p>
<p><b>28</b></p> <p><b>Essay 1 draft 1 due</b> on Moodle &amp; in class for peer workshop</p> <p><u>Read for today:</u> -<i>They Say I Say</i>, Part 3</p>	<p><b>29</b></p> <p><b>Essay 1 draft 2 due</b> on Moodle only</p> <p><u>Read for today:</u> -Bethany Morrow (M) -Forewords to <i>Halal If You Hear Me</i></p> <p>Bethany Morrow reading 4 p.m.</p>	<p><b>30</b></p> <p><b>Essay 1 final draft due</b> in class &amp; Moodle</p> <p><u>Read for today:</u> -Gender &amp; Sexuality in the 21st Century (see Moodle folder) -<i>Halal</i>: Poems by Sahar Romani (30), Ayman Itani (84), Juniper Cruz (65), beyza ozer 110, H.H. (125)</p>	<p><b>31</b></p> <p><b>Moodle Post 4 due</b></p> <p><u>Read for today:</u> -Social Media &amp; Social Movements (M folder) -<i>Halal</i>: Poems by Aisha Sharif (5), Safia Elhillo (15, 92), Khadijah Queen (115)</p> <p><i>Essay 2 introduced</i></p>	<p><b>Nov. 1</b></p> <p><b>Moodle Post 5 due</b></p> <p><u>Read for today:</u> -Critiques &amp; Counterarguments (M) -<i>Halal</i>: Poems by Fatimah Asghar (106), Tarfia Faizullah (123), Rami Karim (137)</p>
<p><b>4</b></p> <p><b>Essay 2 draft 1 due</b> in class for peer workshop</p> <p>Look at sample student essays</p>	<p><b>5</b></p> <p><b>Essay 2 draft 2 due</b> in one-on-one conferences</p>	<p><b>6</b></p> <p><b>Essay 2 final draft due</b> in class</p> <p><i>Podcast assignment introduced</i></p>	<p><b>7</b></p> <p><b>Moodle Post 6 due</b></p> <p><u>Read/listen:</u> -Podcasts (M) -Better Conversations Guide (M) -“How to Talk to People According to Terry Gross” (M)</p> <p>Podcast research</p>	<p><b>8</b></p> <p><b>Moodle Post 7 due</b></p> <p><u>Read for today:</u> -Independent research</p> <p>Share research with groups</p> <p>Podcasting tutorial</p>
<p><b>11</b></p> <p>In-class lab day for podcast editing.</p> <p><b>Podcasts due</b> on SoundCloud by 9:00 p.m.</p>	<p><b>12</b></p> <p><b>Due today:</b> -Listen to and comment on at least two podcast episodes before class. -Podcast presentations.</p> <p><i>In class: complete course evals.</i></p>	<p><b>13</b></p> <p><b>Final reflection due</b></p> <p><b>Final essay revisions due</b> in my office between 11a-12p</p>		

*This schedule is subject to change. You will be notified in class and via email of all changes.*