

BEYOND GENDER BINARIES

Part II (b): Feminist Intersectional Orientations to Rights

Chapter 7: Intersectional Discourses for Talking About Sexual Violence

Chapter 8: Intersectional Approaches to Spaces for Learning

Chapter 9: Intersectional Approaches Workplace Injustices

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Chapter Seven: Intersectional Discourses for Talking About Sexual Violence

Chapter Outline

➤ *In this chapter, you will find . . .*

Discourses of Public Cruelty

Communication and The Burden of Performance

Communication and The Burden of Credibility

Communication and The Burden of Silence

Communication and The Burden of Ability

Communication About the Perpetrators: Forces Beyond their Control

Communication from the Perpetrators: “Legitimate Forms of Humiliation”

Stories of Resilience and Resistance

➤ *On College Campuses*

➤ *In Social Settings*

➤ *In Communities*

➤ *On the Street*

➤ *In Free Trade Zones*

The Power of Community

Chapter Seven: Intersectional Discourses for Talking About Sexual Violence

Learning Objectives

After reading this chapter, you should be able to . . .

- Assess the unequal burdens of communication placed on victims-survivors.
- Analyze how the grammar of non-agency and the aura of non-responsibility are used to exonerate perpetrators.
- Describe the ways a response-able witness can counter prevalent assumptions about sexual assault.
- Create alternative narratives of resilience and resistance that circumvent the structures of power and privilege that keep victims-survivors silenced.

Category	Excuse	Why Invalid
Alcohol and drug abuse	His abuse eroded his inhibitions and made him act out of character.	The majority of men do not assault women sexually when intoxicated or under the influence of drugs.
Sexual drive	His lack of sexual fulfillment was a precipitating factor.	Making sexualized assault synonymous with sexual activity conceals the violence, casts the act as mutual, and “is analogous” to the “idea that someone can fulfill his need for positive social affiliation by assaulting people.”
Psychopathology	He was just reacting to a pre-existing psychological disorder.	Possessing a psychopathology minimizes the violence and casts the offender as “indulging in his needs,” suggesting a “biological requirement that must be met in order to survive”—like breathing.
Dysfunctional family upbringing	His damaged family background caused the assault.	A dysfunctional family explains the violence as inevitable and reduces the responsibility of the individual by placing the blame on his past rather than on him.

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Categories of Non-Agency/ Non-Responsibility (Part 1)

Category	Excuse	Why Invalid
Trauma and stress	Family pressures, combat experiences, and external stresses caused behavior.	Using past trauma and stress as an explanation for the violence casts the acts as occurring because of prior trauma rather than something he did deliberately, even in light of a past trauma.
Character traits	The offender is a violent person, he had no choice but to behave violently.	Essentializing an offender as violent by nature requires that we ask the question, "Can a person act in a way contrary to his or her nature?" and answer it with, no, he cannot.
Emotion	His experience of overwhelming emotions, such as anger, caused the assault.	Ascribing overwhelming emotion as the cause of violence denies the deliberateness and seriousness of what are, in fact, premeditated assaults.
Loss of control	He didn't intend to hurt them, things just got out of hand.	Attributing violent behaviors to a loss of control or things "getting out of hand," even as the victim is a small child, denies the deliberateness and seriousness of the assault. "Difficulty controlling" ones own behavior becomes "he didn't intend to hurt them," he just "could not help himself."

Chapter Seven: Intersectional Discourses for Talking About Sexual Violence

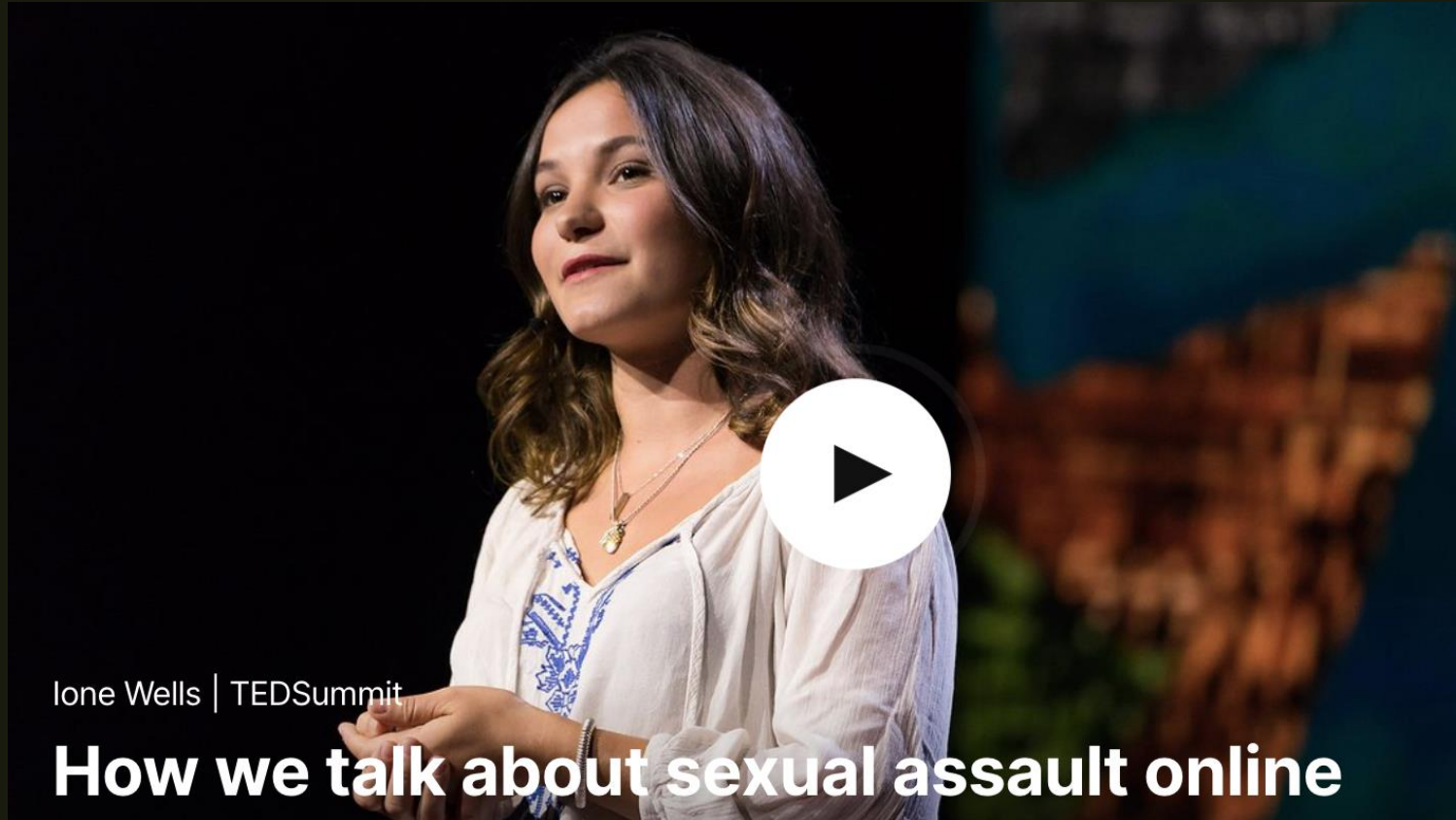
Categories of Non-Agency/ Non-Responsibility (Part 2)

Chapter Seven: Intersectional Discourses for Talking About Sexual Violence

7.1 Guide to Communication: Sexual Violence and Intersectional Literacy

Developing an intersectional vocabulary around the topic of sexual violence can feel quite challenging. To assist you in developing this new vocabulary, try the following:

1. Over several weeks, explore how fluent are you in the intersectional language of sexual violence. To do this, listen for the non-intersectional language of burden, credibility, silence, and ability in media, group or interpersonal conversations, and even in your own language. Record the specific words and phrases that make this discourse about sexual violence non-intersectional. If you wanted to speak intersectionally about sexual violence, how might you reframe these conversations?
2. Consider the approaches to resistance you have learned about in this chapter (telling stories of successful resistance, stigmatizing sexual violence, engaging bystanders, reporting and responding, building community, sharing histories, and educating people). Do you already engage in some of these acts of resistance? Are there others you would like to participate in? To whom do you or would your direct your messages—who is or would your audience be? What is your message? Are there other forms of resistance you have seen, or would like to engage, as you tell an intersectional story about sexual violence?



Lone Wells | TEDSummit

How we talk about sexual assault online

Chapter Seven:
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About Sexual Violence

Lone Wells, "How We Talk about
Sexual Assault Online,"
filmed June 2016 in Banff,
Alberta, Canada,
TEDSummit video



Tarana Burke | TEDWomen 2018

Me Too is a movement, not a moment

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Tarana Burke, “Me Too is a
Movement, Not a Moment,”
filmed November 2018 in
Palm Springs, California,
TedWomen2018

mean when you said you wanted to reward him? · Do you remember what time you woke up? · Were you wearing your cardigan? · What color was your cardigan? · Do you remember any more from that night? · No? · Okay, well, we'll let Brock fill it in.

Here's The Powerful Letter The Stanford Victim Read To Her Attacker

A former Stanford swimmer who sexually assaulted an unconscious woman was sentenced to six months in jail because a longer sentence would have "a severe impact on him," according to a judge. At his sentencing Thursday, his victim read him a letter describing the "severe impact" the assault had on her.



Katie J.M. Baker
BuzzFeed News Reporter

Posted on June 3, 2016, at 4:17 p.m. ET

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Katie J.M. Baker, "Here's the
Powerful Letter the
Stanford Victim Read to Her
Attacker," BuzzFeed News,
June 3, 2016

Chapter Eight: Intersectional Approaches to Spaces for Learning

Chapter Outline

- *In this chapter, you will find . . .*

The Right to Safety in Our Schools

Bullying

- *Who Bullies and Who Gets Bullied?*
- *Bullying: Real Time and Online Patterns*
- *Mass Shootings: Yesterday and Today*
- *Violence is Synonymous with Masculinity*

Microaggressions

- *Defining Microaggressions*
- *Examples of Microaggressions*

Non-Binary Pronouns

The Right to Learn

- *Title IX, Civil Rights Act, and Americans with Disabilities Act: No Exclusions*
- *Curriculum Matters*

Rejecting Discourses of Supremacy

Chapter Eight: Intersectional Approaches to Spaces for Learning

Learning Objectives

After reading this chapter, you should be able to . . .

- Describe the importance of feeling safe in learning environments.
- Identify those most vulnerable to bullying and violence in real time as well as online.
- Describe the perpetrators of real-time and online bullying and violence.
- Explain who the perpetrators of public mass murder in the United States are and the reasons these perpetrators may be committing this violence.
- Define microaggressions and describe their impact on the targets of this form of aggression.
- List the non-binary pronouns available to those who wish to use an intersectional approach to identifying other people.
- Explain several of the reasons people with privilege avoid talking about that privilege.

Chapter Eight: Intersectional Approaches to Spaces for Learning

Communication Checklist for Inclusive Language

- ✓ **Put People First:** focus on the person, not their characteristics, e.g., instead of “a blind woman” or “a woman salesperson,” use “a woman who is blind” or “a woman on our sales team.”
- ✓ **Use Gender Neutral Language:** Using “guys” to address all people is gendered language that may insinuate that men are preferred. Instead, work in inclusive words such as friends, folks, people, you all, y’all, and team, and avoid terms that connote gender or are condescending, such as Man (Man Hours, Man Power), Girls/Ladies/Gals/Females (could feel condescending; use *women*).
- ✓ **Use Last Names:** Women are often referred to as *Mary* when the male counterpart is *Mr. Smith*. Be neutral in presentations, for example, or in written work and use last names to refer to both women and men.
- ✓ **Ask About Preferred Pronouns:** It’s simple, *What pronouns do you prefer?* PGPs include “he/she,” “they,” “ze,” “per” and many others.
- ✓ **Be Aware of Stigmatizing or Shaming Phrases:** Mental Disability/Handicap (focus instead on the person, Jeremiah has autism... rather than Jeremiah has a mental disability or is Autistic or handicapped), Bossy (condescending when referring to a woman; use *powerful, assertive, take-charge*); Ghetto (a bigoted term unflatteringly connoting nonwhite), Gypped (a racial slur, from “gypsy [a slur for Romani people]), Fat (negative terms can feel shaming; use body positive descriptors that are neutral like *large, big, robust*).

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Using Preferred Gender Identity Pronouns (Part 1)

Preferred Gender Identity Pronoun (PGP)	Example Sentence
she/her/hers; he/him/his	She wants you to use her pronouns: She went to her favorite store.
e/ey/em/eir/eirs	E wants you to use ey pronouns: E went to eir favorite store.
ze/hir	Ze wants you to use hir pronouns: Ze went to hir favorite store.
they/them/theirs	They want you to use their pronouns: They went to their favorite store.

SOURCE: Compiled from Sassafras Lowrey, "A Guide to Non-binary Pronouns and Why They Matter," HuffPost, November 8, 2017; Avinash Chak, "Beyond 'He' and 'She': The Rise of Non-Binary Pronouns," BBC News, December 7, 2015

Chapter Eight: Intersectional Approaches to Spaces for Learning

Using Preferred Gender Identity Pronouns (Part 2)

Preferred Gender Identity Pronoun (PGP)	Example Sentence
co/cos	Co wants you to use cos pronouns: co went to cos favorite store.
xe/sem/xyr	Xe wants you to use xyr pronouns: Xe went to xyr favorite store.
hy/hym/hys	Hy wants you to use hys pronouns: hy went to hys favorite store; did you see hym there?
per/per/pers/pers	Per wants you to use pers pronouns: Per went to pers favorite store.
no pronoun/use the person's name instead of a pronoun, and more.	Sassafras wants you to use Sassafras pronouns: Sassafras went to Sassafras' favorite store.

Chapter Eight: Intersectional Approaches to Spaces for Learning

8.1 Guide to Communication: Discourses of Value (Part 1)

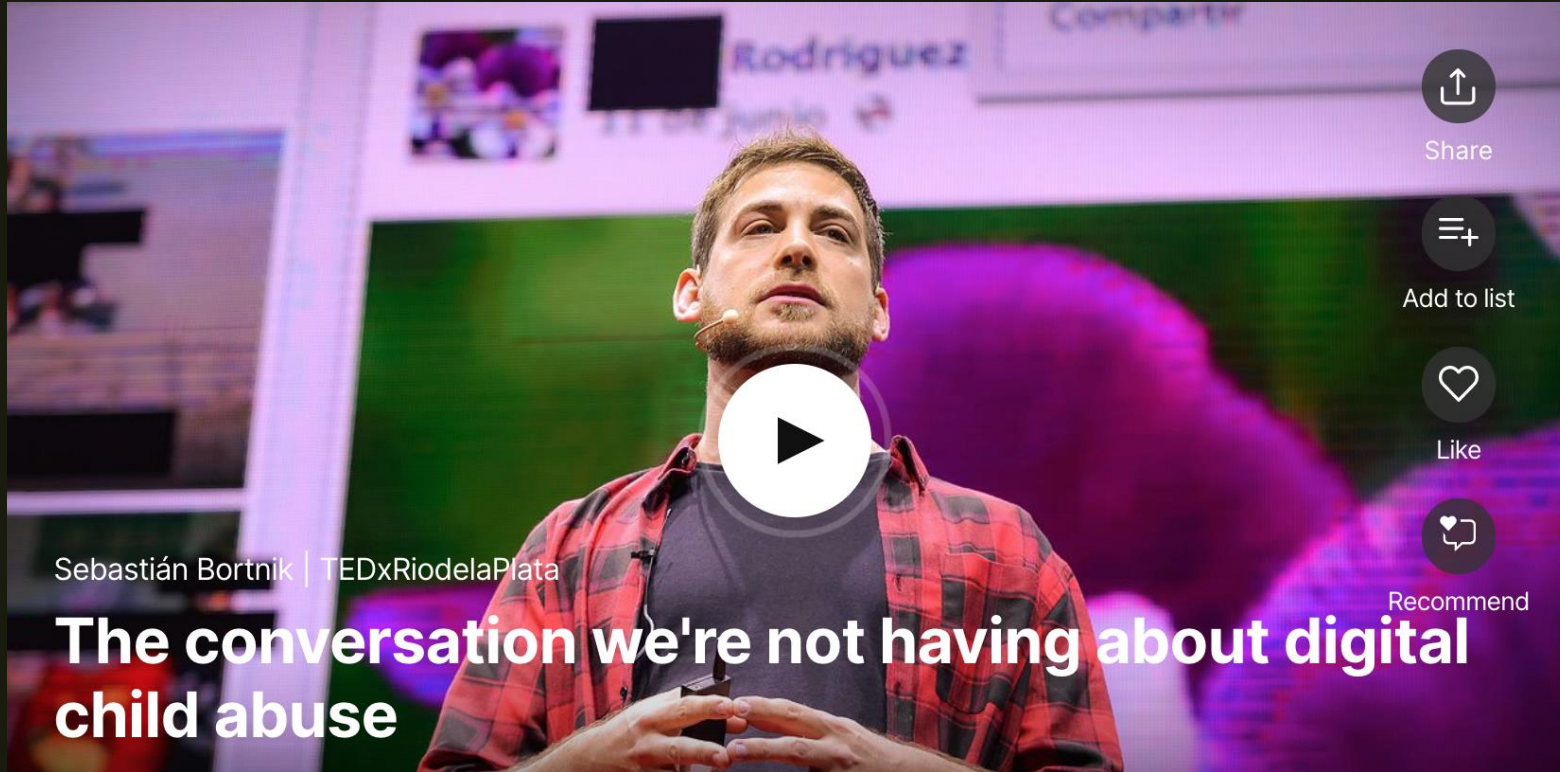
Reflect on the following possibilities for an invitational (Chapter 1) approach to difference:

1. Watch the 2011 Documentary *Bully*. Consider how you could communicate invitationally with the school officials in this documentary. Are there ways you could invite their perspectives and also share your own respectfully and without demonizing anyone?
2. If you are curious about someone's identities or want others to be more respectful of your own, how might your questions or comments sound if they came from a non-hierarchical frame of mind?

Chapter Eight: Intersectional Approaches to Spaces for Learning

8.1 Guide to Communication: Discourses of Value (Part 2)

3. Considering the “Sh*t People Say” YouTube videos, have you been the target of similar microaggressions or perpetuated microaggressions unknowingly on others? What are some examples of ways to avoid microaggressions through respectful communication using an intersectional lens?
4. What are your preferred pronouns? Consider how you can avoid microaggressions when asking other people about their own preferred pronouns or revealing your PGP as you get to know them or work with them.
5. Do your own intersectional identities reveal areas of privilege that might inhibit your recognition of the injustices other people experience? Do your intersectional identities reveal experiences of injustice that contribute to you listening to, and being outraged by, bullying and violence? How might you use your own privilege and experience of injustice to avoid discourses of supremacy in your communication with other people?



Chapter Eight: Intersectional Approaches to Spaces for Learning

Sebastian Bortnik, “The
Conversation We Are Not
Having about Digital Child
Abuse,” filmed October
2016 in Buenos Aires,
Argentina ,
TedxRiodelaPlata video



Chapter Eight: Intersectional Approaches to Spaces for Learning

Ashley Judd, "How Online Abuse of Women has Spiraled Out of Control," filmed October 2016 in San Francisco, California, TEDWomen 2016 video

**HELLO, PRIVILEGE.
IT'S ME, CHELSEA.**

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Alex Stapleton and Chelsea
Handler, “Hello Privilege,
It’s me Chelsea,” 2019,
Netflix



Chapter Eight: Intersectional Approaches to Spaces for Learning

chescaleigh [Franchesca
Ramsey], "Shit White Girls
Say ... to Black Girls,"
YouTube video

Chapter Nine: Intersectional Approaches to Workplace Injustices

Chapter Outline

- *In this chapter, you will find . . .*

A Different Story of Poor Communities

Fast Fashion: Poverty Wages and Dreadful Working Conditions

- *Inexpensive Clothing: At What Cost?*
- *Dangerous Conditions: Profits Not Safety*

Wage Gaps: The Differences in Identities

The Myths of Poverty

- *The Boot Strap Myth*
- *The Stigmatization of Poverty*

Poverty and Epistemic Justice

Workplace Harassment: Real Time and Online

- *Defining Workplace Harassment*
- *Identities and Workplace Harassment*
- *Sexual Harassment*

Bullying

Listening to Subordinates Rather than Supervisors

Chapter Nine: Intersectional Approaches to Workplace Injustices

Learning Objectives

After reading this chapter, you should be able to . . .

- Describe “fast fashion” and the impact of consumer culture on global and transnational questions of identity and agency.
- Explain racism, sexism, and other forms of discrimination in terms of the wage gap and structural violence.
- Assess the bootstrap myth of poverty and the rhetoric used to rationalize inequality as an individual rather than structural issue.
- Analyze the intersectional relationships between self-determination and poverty.
- Define workplace harassment, bullying, and a hostile work environment.
- Describe how taken-for-granted discourses, strategic ambiguity, and exclusionary discourses are used to normalize workplace harassment.

Chapter Nine: Intersectional Approaches to Workplace Injustices

9.1 Guide to Communication: Talking Back to Systems of Workplace Harassment (Part 1)

In order to explore ways we can change the discourse around bullying and harassment, consider the following steps:

1. Understand Human Rights Violations.

According to the United Nations, “Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination.” How true is this for the places you work as well as the places in which the items you buy are manufactured?

Chapter Nine: Intersectional Approaches to Workplace Injustices

9.1 Guide to Communication: Talking Back to Systems of Workplace Harassment (Part 2)

2. Develop an Intersectional Vocabulary

In “Transforming Resistance,” communication scholars Shiv Ganesh, Heather Zoller & George Cheney ask “to what degree do resistance efforts address multiple forms of inequality and difference, such as gender, ethnicity, nationality, class, religion, and sexuality?” Rather than hold individuals wholly responsible for workplace inequities, explore the organizational discourses in the places you work and assess 1) who is being held accountable and 2) which identities are clearly named as central to the inequities that may be occurring.

3. Expand Your Own Narrative

Following Robin Clair’s research, examine the taken-for-granted, strategically ambiguous, and exclusionary discourses in your own communication about workplace inequities. Whose experiences are being valued and sanctioned? Whose experiences are being concealed and devalued?



Chapter Nine: Intersectional Approaches to Workplace Injustices

Gretchen Carlson, "How We
Can End Sexual
Harassment at Work,"
filmed November 2017 in
New Orleans, TEDWomen
2017 video



Sir Ken Robinson | TED2006

Do schools kill creativity?

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Approaches to
Workplace Injustices

Sir Ken Robinson, “Do
Schools Kill Creativity?”
filmed February 2006 in
Monterrey, California,
Ted2006 video



Chapter Nine: Intersectional Approaches to Workplace Injustices

Mia Birdsong, “The Story We
Tell About Poverty Isn’t
True,” filmed May 2015
in Monterey, California,
TEDWomen video

Black workers describe details of 'living hell' at UPS center in Ohio



By [Mallory Simon](#) and [Sara Sidner](#), CNN

Updated 1:51 PM ET, Fri March 15, 2019



More from CNN



Kate Beckinsale posts powerful response to Harvey Weinstein's...



Tom Hanks and Rita Wilson: What we know



SQUARESPACE

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Mallory Simon and Sara
Sidner, “Black Workers
Describe Details of
‘Living Hell’ at UPS
Center in Ohio,” CNN