

FIRST MID TERM EXAM

CRM 2307

(Value 25%)

Note: students may answer questions in French or English

Answer only the question asked. If you answer more than required only your first points/answers will be graded! If you answer all the questions we will mark the first ones only.

Exam time: 1 hour, 30 min

PART A: FILL IN THE BLANK – 1 mark

Answer one of the following two questions

1. The practice of removing Aboriginal children from their homes between the 1960s and 1990s and placing them with non-Aboriginal families is called the Sixties Scoop.
2. One reason that we can understand the death of Pamela George, as gendered racialized violence (according to Sherene Razack, in the article "*Gendered Racialized Violence and Spatialized Justice*") is _____.

PART 2: SHORT ANSWER QUESTION – 24 marks

Answer 6 of the following 7 questions in point form format

1. Define resistance? Present one example of resistance from the video "Finding Dawn". Identify the sort or type of resistance it is (e.g. passive). Explain why this was an act of resistance? (hint – you will want to refer back to the definition for the last part of the question?)
2. What is economic restructuring according to your reading "*Factsheet: Women and Restructuring in Canada*" by CRIAW/ICREF? Identify and briefly explain three ways the authors identify that economic restructuring, coupled with the recession, have negatively impacted on women in Canada.
3. In class we talked about Canadian women in politics and how only 25% of federal and provincial politicians are women even though women represent over 50% of the population. Identify three out of the four reasons given in class explaining why there are so few female politicians. Identify one example given by the film "Miss Representation" that illustrate some of the challenges that female politicians face.
4. What does Rebecca Johnson identify as the point of intersectional analysis in her article "*Gender, Race, Class, and Sexual Orientation: Theorizing the Intersections*", in other words, what can be gained from intersectional analysis?" How can understanding intersectional theory be applied to Sojour Truth's "*Ain't I a Woman*" speech in helping us understand her message?
5. Briefly explain the conditions of residential schools and the generational impact these had on First Nations peoples.
6. Using the reading "*Race, beauty, and the tangled knot of guilty pleasure*" by Maxime Craug explain how and why black American female activists engaged in the Civil Rights and Black Power Movements, transformed the meaning of their hair. Describe how this was both an act of resistance that unified a community as well a potentially divisive or problematic expression/representation.
7. Identify and explain two of the reasons provided in class why women are poorer than men in Canada.