

# FEMINIST FIGHT CLUB

@CSU

## FIGHT MOVES FOR: THE CLASSROOM

There are many ways to support one another and create a culture of inclusion and equity. In addition to changing policies and systems, we can shift how we show up for ourselves and others through small, everyday behaviors and actions.

Below are a few examples of “fight moves” that can be used to interrupt and change problematic behaviors and systems. Some are inspired from the book, **FEMINIST FIGHT CLUB**, while others are suggestions from our own campus community. (Page numbers refer to paperback edition.)

The **Student Feminist Fight Club at CSU** encourages students and faculty to practice these fight moves to help create inclusive and equitable classroom environments during lectures, discussions, and group projects.

### FIGHT MOVES FOR STUDENTS TO SUPPORT OTHER STUDENTS

#### TAKE AND GIVE CREDIT WHERE IT IS DUE

Research shows that women are given fair credit when they work alone or with other women, but if the group is mixed gendered, men often receive default credit for the team’s work (58).

Acknowledge who in your group contributed to the overall project (even if that’s you!) and how they helped inform your group process. Give each other credit for good work so no one feels like they have to jockey to be recognized for their contribution (58).

If a student repeats what somebody else already shared, you can speak up and say, “Yeah, like Camille just said. . .”

#### “SAY MY NAME”

Notice someone avoiding saying the name of your peer(s) because they can’t or don’t want to pronounce it? Learn each other’s names and use them in discussions! If you hear someone mispronounce another’s name, you can also privately pull them aside and gently correct them. Everyone involved will probably really appreciate it!

Bonus: You can also use these strategies if someone is misgendered.

#### REDIRECT THE OVERLOOK-HER AND THE SILENCE-HER

If a professor consistently passes over a student when they raise their hand, or the same student frequently raises their hand first without giving others the chance to participate, you can say, “Actually, Sam had their hand up first” or, “I’d like to hear what Kim has to say.”

### FEMINIST FIGHT CLUB AT CSU

#### PURPOSE:

The Feminist Fight Club at Colorado State University provides an inclusive space for community, growth, learning, and support for all members. We seek to develop our skills in identifying and addressing problematic behaviors that disadvantage women and other marginalized groups in the workplace and on campus by building upon the research and strategies presented in the book, *Feminist Fight Club*. We also focus on holding ourselves accountable to one another as we model and practice behaviors that foster a campus culture and climate that supports the success of all students and employees. To this end, we commit to support one another through honest reflection, courageous dialogue, and collective action.

### CSU’S PRINCIPLES OF COMMUNITY

#### INCLUSION:

We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents, and contributions.

#### INTEGRITY:

We are accountable for our actions and will act ethically and honestly in all our interactions.

#### RESPECT:

We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

#### SERVICE:

We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

#### SOCIAL JUSTICE:

We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.



## FIGHT MOVES FOR FACULTY TO SUPPORT STUDENTS

### ELEVATE THE VOICES OF THOSE LEAST HEARD AND MOST THOUGHTFUL

Create space for many different voices to be heard by calling on a variety of students, and explicitly say you'd like to hear from those who haven't yet spoken. Then hold the space until new voices enter.

When you notice someone can't seem to get a word in, interrupt the interrupter with something like, "Wait, please let Cara finish?"

If necessary, give a little extra encouragement to quieter students by acknowledging the value of their ideas: "Emma, you had an interesting take on this during office hours. Would you be willing to share what you were thinking?"

### OWN UP WHEN YOU SLIP UP

Role model accountability by owning and acknowledging when you step in it, inadvertently harm students, or fail to manage classroom dynamics in ways that support all students' success. Openly explain what didn't go well and why it was problematic, take responsibility, apologize, and commit to do better.

When appropriate, make it a learning moment for the whole class to process together – ask for feedback and invite input from students on how you all can show up for one another moving forward. Be open to learning from students about their experiences and insights, too.

## FIGHT MOVES FOR STUDENTS TO SUPPORT FACULTY

### PAY ATTENTION TO BIAS

Women faculty, junior faculty, faculty of color, and graduate students are often more openly challenged or disrespected by students in class and evaluations. Reflect on whether you or other students would view, treat, or describe an instructor differently if they were a different gender, race, or age (182).

### RESPECT BOUNDARIES AND TIME

Be aware that women faculty often do more emotional care and service than men when teaching, advising, and mentoring students, which can actually be detrimental to their long-term career development. Stay sensitive to how much of their time you may be demanding, establish boundaries together, and let them know you appreciate their support!

### DEFAULT TO USING THEIR TITLES

Men faculty are more often referred to as "Dr. Reynolds," whereas women faculty may frequently be referred to as "Jean." Hold yourself and others accountable to use appropriate titles and ask, "Oh, do you mean Dr. Davis?" If you're unsure about appropriateness, ask your faculty member how they would like to be addressed.

## QUESTIONS TO KEEP IN MIND WHEN CONSIDERING PROBLEMATIC BEHAVIORS

1. How might an example of problematic behavior differently affect people based on other identities? To whom is this most often directed? For whom might this show up in other ways?
2. Are there specific conditions within your unit that make it uniquely difficult to identify and address these behaviors? Who might be especially vulnerable? What else is at stake?
3. Are there intersecting systems, practices, or policies in place that hinder effective intervention or protect perpetrators of bad behaviors?

## WHEN CONSIDERING FIGHT MOVES

1. Does considering other identities (in addition to gender) shift how this fight move might be put into practice? Can this fight move be effective for everyone? Consider what might make a fight move less appropriate for others to employ or use to support someone else.
2. Is there anything about this fight move that is exclusionary, alienating, or not supportive of other subordinated identities? How could you make it more inclusive and supportive?
3. Are there intersecting systems, practices, or policies in place that make it difficult to access available resources, opportunities, and support by those who need them?

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## CONTACT INFORMATION:

The Women & Gender Collaborative:  
[thecollaborative.colostate.edu](http://thecollaborative.colostate.edu)

Follow the Women & Gender Collaborative:  
[facebook.com/WGCollaborativeCSU](https://facebook.com/WGCollaborativeCSU)

Questions, or to join the Feminist Fight Club at CSU  
Contact Cori Wong; [cori.wong@colostate.edu](mailto:cori.wong@colostate.edu)

