
#SAYHERNAME
DAYS/TIMES MONDAY | WEDNESDAY | FRIDAY 1:55PM-2:45PM
LOCATION: LIT0121 | **TERM:** SPRING 2022
OFFICE HOURS: MWF 10:30AM-11:30; 12:45PM-1:45PM AND BY APPOINTMENT

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Teaching Assistant: Jessica Trochez (j.trollchez@ufl.edu)
Office Hours: Wednesdays 3:00-4:00 via Zoom

Course Description:

The hashtag “sayhername” is used on social media platforms to bring awareness to Black women who have been targeted, silenced, injured, or killed by racialized and sexualized violence. This course uses a historical approach and a range of feminist theory, like intersectionality, to critically explore and offer context to the #sayhername movement. Intersectionality refers to the ways that race, class, gender, and sexuality, overlap in and impact women’s lives. We will study the ways Black women have challenged patriarchy within and outside of their own communities through overtly feminist organizations and within movements for racial and class justice. The purpose of this course is to apply an analytical lens to explore the lived experiences of Black women in order to investigate how they confront injustice and participate in activists’ movements. We will address weekly topics or case studies and pose questions about feminism and feminist activism to consider what lessons we can learn from their experiences to continue to propel social justice-oriented activism.

Required Texts:

The readings for this course will be available on Canvas for free. You may be required to rent documentaries throughout the semester, but I will try my best to assign open access content to keep student costs low.

Student Learning Outcomes:

Reflecting the curricular structures of Quest 1, after taking this course students should be able to:

1. Identify, describe, and explain the histories of Black feminist activism in the United States, with a focus on the ways gender, race, class, and sexuality intersect in the everyday lives of Black women.
2. Analyze and evaluate texts, data, and documentaries that consider challenges to Black women in the United States.
3. Critically engage through written assignments and oral presentations, the challenges posed by Black feminists surrounding policing, mass incarceration, and the visibility of Black women in American culture.
4. Research, prepare, and discuss a current event topic in relation to the themes discussed in class.
5. Reflect critically on connections between activism and intellectual, personal, and professional development at UF and beyond.

Grading Policies:

All assignments for the course will be graded on a 20-point scale. For essays, please refer to the rubric provided for further explanation of grade break downs. Students should aspire for excellent performance on each category for any **written assignment**.

There are no makeup assignments or extra credit opportunities in this class. If you participate, you will receive credit for the effort you put forth.

Grading Scale

This class is broken down into 100 points. Each assignment is worth 20 points and holds equal weight and importance in the class. Check out the below scale to see how your points will translate to grades.

Grade	Points	Grade	Points
A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	E	0-59

Course Requirements:

In order to receive a passing grade, students must submit **all** assigned work. Failure to complete all assigned course work will result in a failing grade. Each piece of the class and the assignments associated share an equal importance. The course is split to provide equal weight for each assignment. The assignment types are as follows:

Graded Assignments	Assignment Description	Percentage
Assigned Reading & Documentary Unit Reflections (3)	Upload a word document to Canvas with your reflection response from the assigned materials (readings, podcasts, documentaries). Each response document should meet the assigned word length requirement of at least 1000 words. Be sure to include citations (from documentaries or assigned readings). Each unit reflection due date is listed in Canvas and on the schedule (below) and is worth 20% of your grade for a total of 60% of the course points.	60%
Midterm Analysis (1)	The midterm assignment is a short response that requires students to incorporate the themes learned in the first half of the course. Students will demonstrate the ability to apply thematic concepts to a real-world example by finding one case (within the last two years) related to the #sayhername movement and discuss the circumstances, media coverage, and public response. Students will have one week dedicated to completing this assignment in lieu of attending class sessions. Students are expected to spend class time in the library researching topics, writing, and discussing their cases with classmates. The midterm assignment should be a minimum of 1000 words.	20%
Experiential Learning Podcast Project (1)	You can do this project by yourself or in a group. It's up to you! You should upload an audio file of your group (or solo) podcast discussion to Canvas. Students should pick one case from the "in memoriam" section of the African American Policy Forum website and lead a recorded discussion regarding the case. Students should interrogate the circumstances of the case, the location, and the role police played. In this discussion students should incorporate course themes and materials and discuss the ways in which the #sayhername movement have responded to the case, how police reform could help future women, and overall impressions of the case.	20%

	More detailed information will be discussed in class and I will provide parameters in the Canvas module.	
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Attendance

Attendance in this course is recommended, but not required. If you choose to access all course content through Canvas, your grade will not be impacted by not attending in-person lectures. I will be in class on the assigned days and times to deliver lectures, interact with students, and facilitate discussion. I would love to see you there, but no part of your calculated grade is based upon physical presence in the classroom. If the technology cooperates, I will post class lectures on Canvas. Due to privacy reasons, in-class discussion will not be recorded.

Email Etiquette:

Please feel free to email me with any questions, comments, or concerns you may have throughout the semester. I will do my best to respond to your inquiries within 24 hours. When using email, please be sure to write a brief description of your communication in the subject line. In the body of the email, please begin with a greeting, write your request, and end your email with a sign off phrase and your name. **I will not respond to your emails unless they adhere to proper etiquette.**

Academic Integrity:

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Students Requiring Accommodations:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the e-mail they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

In Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without

permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources: Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website. GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources E-learning technical support:

Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.

General study skills and tutoring

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus:

Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

Consider adding a (second) major in Women’s Studies!

Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women’s Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to studying and transforming gender, race, class, sexualities and other systems of power. The Women’s Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women’s Studies major consists of four core courses and six electives. It’s simple to combine with another major, and up to 15 credits can double count with another degree (English,

Psychology, and Sociology in particular have many courses that can double count). It's also the perfect complement to pre-health studies. Contact undergraduate coordinator Dr. Alyssa Zucker (azucker@ufl.edu) to make an appointment to discuss adding the major.

Course Schedule

NOTICE: Required reading and viewing materials can be found on Canvas. If the links don't work, simple Google searches will bring up most of the material, especially if you search through the UF library. This schedule is subject to change with fair notice provided. Please pay close attention to the course calendar, announcements, and emails. All reading should be completed BEFORE class meets. There are 5 firm assignment deadlines. Write them down and plan ahead!

Topic	Readings and Tasks
Introduction to the course	<p>1/5: Syllabus + Class Policies</p> <p>1/7: "How Protest Works" by Kenneth T. Andrews (linked on Canvas)</p> <p>In class viewing: "The Danger of a Single Story"</p>
#sayhername Movement	<p>1/10: <i>Say Her Name: Resisting Police Brutality Against Women</i> 1-11</p> <p>1/12: <i>Say Her Name: Resisting Police Brutality Against Women</i> 12-23</p> <p>1/14: <i>Say Her Name: Resisting Police Brutality Against Women</i> 24-31</p>
#blacklivesmatter	<p>1/17: Martin Luther King Jr. Day (No class meeting)</p> <p>1/19: "A Herstory of the #BlackLivesMatter Movement by Alicia Garza" (linked on Canvas)</p> <p>1/21: "The Next Civil Rights Movement?" (linked on Canvas)</p> <p>In Class Viewing: "Stay Woke: The Black Lives Matter Movement Documentary"</p>
Historical Context: Ida B. Wells and the Anti- Lynching Movement	<p>1/24: "Southern Horrors" and "Lynch Law in America" (linked on Canvas)</p> <p>1/26: "Black Women in America: Black Women Lynched" (linked on Canvas)</p> <p>1/28: Writing Day (No class meeting)</p> <p>Reading Reflection #1 due by 11:59pm</p>
Policing in the United States	<p>1/31: "Police Violence Against Black Women and Girls" (linked on Canvas)</p> <p>2/2: "Solutions for police brutality can begin with our overwhelmingly white male justice system"</p> <p>2/4: In class Listening: "Policing in America" (linked on Canvas)</p>
Midterm Research Week	<p>2/7: Field Research Day (No class meeting) Go to the library during class time and research your midterm topic)</p> <p>2/9: Field Research Day (No class meeting) Students should spend class time in the library researching their midterm topic, discussing their project with classmates, and writing.</p> <p>2/11: Writing Day (No class meeting)</p> <p>Midterm due on Canvas on 2/11 by 11:59pm</p>
"Cops See it Differently"	<p>2/14: Listen: "Cops See it Differently part 1" <i>This American Life</i></p> <p>2/16: Listen: "Cops See it Differently part 2" <i>This American Life</i></p>

	<p>2/18: “In Defense of the Police” (linked on Canvas)</p>
Gender Violence against Black Women of Color and Trans People of Color	<p>2/21: “Law Enforcement Violence Against Women of Color & Trans People of Color” (linked on Canvas) 1-49</p> <p>2/23: “Law Enforcement Violence Against Women of Color & Trans People of Color” (linked on Canvas) 53-107</p> <p>2/25: “Invisible Betrayal” (linked on Canvas)</p>
Black Feminist Organizing	<p>2/28: “Black Women Who Paved the Way” and “Black Feminist Organizing: 1950’s-21st Century” (linked on Canvas)</p> <p>3/2: “All the Rage” and “Who Gets to Be Angry” (linked on Canvas)</p> <p>3/4: Writing Day (No class meeting)</p> <p>Reading Reflection #2 due by 11:59pm</p>
Spring Break	<p>3/5-3/12: Spring Break</p>
Historical Context: Penitentiaries, Prisons, Race, and Punishment	<p>3/14: In Class Viewing: “13th”</p> <p>3/16: In Class Viewing: “13th”</p> <p>3/18: “From Private Violence to Mass Incarceration” (linked on Canvas)</p>
Race, Law, and Power	<p>3/21: “The Impact of Drug Policies on Women and Families” (linked on Canvas) 1-27</p> <p>3/23: “The Impact of Drug Policies on Women and Families” (linked on Canvas) 33-60</p> <p>3/25: “Mapping the Margins” (linked on Canvas)</p>
Media and the (in)Visibility of Black Women	<p>3/28: “The Media Loves Missing White Women” (linked on Canvas)</p> <p>3/30: “The Invisibility of Black Women” and “#metoo was Created for Black and Brown Women” (linked on Canvas)</p> <p>In Class Viewing: “The Invisible Black Women Epidemic” <i>Red Table Talk</i></p> <p>4/1: Writing Day (No class meeting)</p> <p>Reading Reflection #3 due by 11:59pm</p>
Popular Culture and Activism	<p>4/4: “The Courage of Colin Kaepernick” (linked on Canvas)</p> <p>4/6: “How Beyonce’s Lemonade Exposes Inner Lives of Black Women” (linked on Canvas)</p> <p>“Beyonce’s ‘Formation’ is a Visual Anthem” (linked on Canvas)</p> <p>4/8: “Democracy Matters” (parts 1 and 2 linked on Canvas)</p>
The Future of the movement and current activism	<p>4/11: “Ask a Feminist” (linked on Canvas)</p> <p>4/13: “A Call to Healing” (linked on Canvas)</p> <p>4/15: “The Combahee River Collective Statement” (linked on Canvas)</p>
Movement Controversy	<p>4/18: “What’s Wrong with All Lives Matter?” (linked on Canvas)</p> <p>4/20: “Civil Rights Protests Have Never Been Popular” (linked on Canvas)</p>

Finals Week	Final Project “In Memoriam Podcast” Due: Wednesday April 27th at 11:59pm EST (Canvas)
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Rubric

Category	(5 points) Exceeds Expectation	(4 points) Meets Expectation	(3.5 points) Needs Improvement	(0-3 points) Unacceptable
Thesis	Clearly stated with direction for the content of the paper and consistently supported throughout.	Position is stated, but no clear direction for the content of the paper.	A fact is stated instead of an argumentative position. Needs development in order to serve as a working thesis.	No position statement or a position not related to the assigned topic.
Evidence	Every point was well supported with primary or secondary source material. Student provided several examples from assigned reading or lecture.	Points were adequately supported with examples from assigned readings or lecture materials. Student provided sufficient amount.	Points were supported with examples from the assigned readings and lectures, but the relevance of the support was debatable. More support was needed.	Student provided little or no evidentiary support for their claims or did not cite sources properly.
Organization	All points were clearly tied to the thesis statement in a structured manner.	Most body paragraphs tied back to the thesis statement, but student wandered off topic a bit.	Most points were tied to a premise, but there was no clear or logical structure to the presentation of the argument.	Arguments were not tied to the thesis or consistently wandered off topic.
Grammar	Paper well edited with no spelling, grammar, diction, or syntax errors. Perfectly formatted.	Paper edited and free of spelling and grammatical errors, but some issues with diction and sentence structure.	No spelling errors, but multiple grammar issues. Problems with diction and syntax.	Improperly formatted, multiple spelling and grammatical errors, improper English.