

#Sayhername: Intersectionality & Feminist Activism

Spring 2020

Quest Theme: Justice & Power

Gen. Ed. Req.: H, D, WR 4000

Instructor: Elizabeth Garcia

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Office Location: 302 Ustler Hall

Office Hours: Tuesday, 1-3 p.m. and by appointment

Course Description:

The hashtag #sayhername has been used throughout social media in the last few years to bring awareness to the ways in which African American women and other women of color have been both targeted and silenced by racialized and sexualized violence. This course uses various texts, specifically personal essays and historical narratives, applying a range of feminist theories and critically exploring various historical methodologies employed within the course materials, to explore a broader historical and cultural context to this movement, by "saying the names" of the many women of color who have organized feminist intersectional movements against racism and patriarchy. Intersectionality refers to the ways that race, class, gender, and sexuality, for example, intersect in a person's life. We will study the ways African American, Latina, Asian American, and Native American women have challenged patriarchy within and outside of their own communities through both overtly feminist organizations and within movements for racial and class justice such as labor and cultural nationalist movements.

This course thus applies historical, cultural, and feminist analyses to the lived experiences of women of color in order to explore how women of color have historically engaged in activism. The course addresses questions such as: How do race and class influence definitions of feminism and feminist activism? How did these women use their activism to define their place in the world? How did they navigate conflict within their activist spaces? Finally, what lessons can we learn from their experiences that can be applied in our contemporary times?

Student Learning Outcomes

Reflecting the curricular structures of Quest 1, Gen Ed H, D, and WR designations, after taking this course students will be able to:

1. Identify, describe, and explain the histories of feminist activism of women of color in the United States, with a focus on the ways gender, race, class, and sexuality intersect in the everyday lives and the political activist approaches of women of color. (Content SLOs for Gen Ed Hum & Diversity and Q1)

2. Analyze and evaluate historical texts and personal narratives by a diverse group of women of color depicting their experiences with and challenges to inequality, using methodologies appropriate to the arts and humanities. (Critical Thinking SLO for Gen Ed Hum & Diversity and Q1)
3. Critically engage through written assignments and oral presentations, the challenges posed by feminist women of color to key concepts and methodological approaches to feminist histories (Communication SLO for Gen Ed Hum and Q1).
4. Reflect critically on connections between course content and their intellectual, personal, and professional development at UF and beyond. (Connection SLO for Q1)

Class Assignments and Grading:

Grading will be based on the following assignments:

Class Participation: 56 points
 Attendance: 29 points
 Introductory Paper Part I: 100 points
 Journals 180 points
 Mid-Term Paper: 150 points
 In-Class Presentations: 200 points
 Final Paper: 150 points

Total possible points: 865

Grading Scale:

A= 95-100%	C=74-76
A-=90-94	C-=70-73
B+=87-89	D+=67-69
B=84-86	D=64-66
B-=80-83	D-=60-63
C+=77-79	F= <60

Assignment Descriptions:

Attendance: Attendance will be taken each day at the beginning of class. You will receive 1 point for attending class each day you attend.

Total points: 29

Class Participation: Participating in class is a very important part of your final grade. Participation in this course is defined as a) coming to class having read the assigned material, b) actively and verbally engaging in class conversation and, c) bringing to each class a question for discussion and a quote you want to discuss from the reading. Lack of preparedness in any of the above manners will impact your final grade.

Grading for Participation is as follows:

Actively Participated: 2 points per class meeting

A temporary participation grade will be provided to students at the midterm point of the semester so that you know how you're doing in your participation in the course and have time to improve it before the end of the course. Students with lower participation grades will have the opportunity to meet with me individually during office hours for suggestions on how to improve.

Total possible points to earn: 56 points.

Introductory Paper: (100 points)

Part I: This introductory paper is meant to situate your own personal history within the larger framework of our course discussion on the history of women of color and feminist activism. In "Who is your Mother? Red Roots of White Feminism," Paula Gunn Allen provides a broad definition of "mother" that includes individuals beyond the one who gives birth to you, including the many women from your past who have influenced who you are.

In this paper discuss who have been your own "mothers" and how have these contributed to your understanding of your multiple identities.

This paper should be **500 words** in length, double spaced, 12-point Times New Roman font and should be handed in in class on **1/14/20**.

Part II: Revisit your response to part I of this paper completed at the beginning of the semester.

Based on your experience in this course, how has your definition of "feminist mothers" changed. How has your experience in this course changed you?

Part II should also be **500 words** in length, double spaced, 12-point Times New Roman font and should be included with your Journal assignment (see below), which will be due on **4/21/20** in class.

Experiential Learning Assignment: This class requires out of class engagement by attending an event relevant to the themes of the course. Students will be attending a lecture by Byllye Avery, founder of the Black Women's Health Project. Details will be made available as soon as the event organizing has been finalized.

After attending the event students should **write a 250-word reflection paper** highlighting what you found most interesting from the event and how the event relates to the material we've covered in class.

The reflection paper should be included as part of your journal assignment described below.

Make-up assignment: Only emergency situations will excuse a student from attending the event. If you are unable to attend the event contact me immediately so that we can arrange for an alternative assignment which will consist of identifying another relevant event taking place either on campus or in Gainesville.

Journal (180 points) Throughout the semester there will be in-class writing activities where I will give you a prompt based on that day's discussion. Prompts will allow for further self-reflection of your experiences in the class and in relation to the material. For your journal you will be asked to choose 4 of these assignments, edit them, and turn them in as a journal. **In addition to these 4 pieces, your journal should also include the Engagement Reflection paper and Part II of your introductory paper, described above.**

Each of the 4 pieces should be 250 words in length (the total words for the completed journal should therefore be **1000 words total**).

Completed Journals will be due on the last day of class, **4/21/20 in class**.

Mid-Term paper (150 points)

You will be given a series of writing options and prompts from which you will choose one and write a **1250-word paper**. Further detailed instructions will be provided in class at least a week before the assignment is due. The assignment will be due on **Friday, February 21st, by 5 p.m. via email**.

In-Class Oral Presentation & Written Assignment: Students will sign up for an in-class presentation to take place starting on Week 5. All presentations will be based on the topics assigned for that class day. Depending on class size these will be either individual or group presentations.

Part 1: Oral Presentation (100 pts): Your presentation should include the following:

- A slide show presentation that highlights the key points of the reading, has interesting visuals, and incorporates multi-media (i.e. images, clips, audio, music, etc.)
- Presentations should focus on 3-5 key points that you have chosen to discuss. These should be identified clearly at the beginning of the presentation.
- Presentation should end with 2-3 discussion questions to engage the class.
- Presentations should last at least 15 minutes.
- You should bring a hard copy of your presentation for me to grade on the day of your presentation.

Your assessment for the oral presentation will be peer based where I will also serve as one of the “peers”. More explanation and rubric will be made available before the start of presentations.

Part II: Written Reflection Assignment (100 points)

One week after your presentation, you will submit a **250-word** reflection paper on your oral presentation experience. This paper should address the following points:

1. How did preparing a presentation enhance your understanding of the material?
2. What was most challenging for you in creating a presentation and why?
3. If presenting with another student(s), what were your specific contributions to the presentation? What aspects of your group work dynamics worked and which ones were challenging?

Final Paper: (150 points) You will be given a series of writing options and prompts from which you will choose one and write a **1250-word paper**. Further detailed instructions will be provided in class a week before the assignment is due. The paper will be **due Monday, April 27th, by 5 p.m. via email**.

Paper Format: This is a 4000-word writing requirement class. All Writing Assignments count towards the 4000-word requirement. The total word count for all assignments add up to a maximum of 5000 words. Papers should be typed, double-spaced, left-justified, in 12 pt. Times New Roman font, with 1” margins all around. Pages must be numbered and stapled. Do not include a cover sheet.

Single-space your name, the date, and the course name and number in the upper right-hand corner, and center the title of your paper just below that.

References to texts should be cited using parenthetical citations. Basic parenthetical citation form is explained here:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html

IT IS YOUR RESPONSIBILITY TO PROOFREAD YOUR WORK BEFORE HANDING IT IN. Mechanical and formatting errors will detract from your grade.

Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

ASSIGNMENT DEADLINE SUMMARY

Assignment	Due Date
INTRO PAPER PART I	1/14/20 in class
MID-TERM PAPER	2/21/20 by 5 p.m. via email
IN-CLASS PRESENTATION	
JOURNAL	4/21/20 in class
FINAL PAPER	4/27/20 by 5 p.m. via email

Policies

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Technology in the Classroom: Cell phones should be silenced. No texting is allowed in class. Laptops should ONLY be used to take notes, in class writing, and reference online course reading materials. If you are caught using your laptops for anything else not course related your participation grade will be significantly lowered.

Communication & Email Policy: The best way to communicate with me is via email. You should be aware however that I check my email M-F 9a.m.-5p.m. and sparingly on weekends. Therefore, you should not expect quick responses from me if you email after 5 p.m. weekdays or during the weekends.

Communication is also key when it comes to any issues or challenges you may be having that prevent you from attending class, turning in an assignment on time, or impact your overall performance in class. Communicating with me as early as possible when confronted with an issue will ensure that I can work with you to maximize your success in the course.

Late Work & Incompletes: Late assignments require prior permission from the instructor and will be deducted 1/3 of a letter grade for each day they are late (ex: A- becomes a B+). Assignments over 5 days late will not be accepted.

In accordance with UF policies, an incomplete may be assigned at the discretion of the instructor as an interim grade for a course in which:

- 1) the student has completed a major portion of the course with a passing grade,
AND
- 2) been unable to complete course requirements before the end of the term because of extenuating circumstances, AND
- 3) obtained written agreement from the instructor and arranged for resolution of

the incomplete grade.

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

Students are expected to provide feedback on the quality of instruction in this course by completing UF's standard [online evaluations](#) (summary results will be available to students [here](#)) as well as a course-specific evaluation that focuses on course content and the experience of the Quest curriculum. Class time will be allocated for the completion of both evaluations.

Class Demeanor

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. Electronic devices should be turned off and placed in closed bags. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

Materials and Supplies Fees

There are no additional fees for this course.

University Honesty Policy

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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) 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.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

Required Texts:

All books are available for purchase at the college bookstore. Books are also available on reserve at the library. Additional articles will be available on Canvas.

Cherrie Moraga & Gloria Anzaldua, *This Bridge Called My Back*, SUNY Press, 2015, 4th edition.

Jeanne Theoharis, Komozi Woodard, and Dayo F. Gore, ed. *Want to Start a Revolution: Radical Women in the Black Freedom Struggle*, NYU Press, 2009.

Shirley Hune & Gail M. Nomura, *Asian/Pacific Islander American Women*, NYU Press, 2003

Maylei Blackwell, *Chicana Power!: Contested Histories of Feminism in the Chicano Movement*, University of TX Press, 2011

INCITE! Women of Color Against Violence. *Color of Violence: The INCITE Anthology*, Duke University Press, 2016.

Recommended Book:

Modern Languages Association of America, *The MLA Handbook*, 8th edition, 2016.

COURSE DELIVERY: This course is a traditional face-to-face class focused on the written and spoken exchange of ideas. Students will be engaged through class discussion with the instructor and with one another. Lecturing will be minimal and will mostly focus on defining terms and providing historical background. The bulk of the class time will be dedicated to discussion engaging the readings of the course, reflecting on questions raised by the reading, and how the issues discussed in the reading are relevant to your own experiences. Both small and large group discussions will facilitate engaging with the material and with each other.

Week 1: Course Introduction

1/7 Intro to Course

- 1/9 Adrienne Rich, "Claiming Your Education" (3 pages)
Paula Gunn Allen, "Who is Your Mother? Red Roots of White Feminism"
(6 pages)

Week 2: Intersectional Roots

- 1/14 From This Bridge Called My Back: (26 pages)
"Catching Fire: Preface to the 4th Edition"
"Acts of Healing"
"The Bridge Poem"
"When I was Growing Up"
"I am What I am"
"La Guera"

Introductory Paper Who Are Your Mothers? Due in Class

- 1/16 From This Bridge Called My Back: (18 pages)
"Invisibility is an Unnatural Disaster"
"Gee You Don't Seem Like An Indian from the Reservation"
"...And Even Fidel Can't Change That"

Week 3: Intersectional Roots

- 1/21 From This Bridge Called My Back: (26 pages)
"And When You Leave, Take Your Pictures With You"
"Asian Pacific Women and Feminism"
"The Master's Tools Will Never Dismantle the Master's House"
"Lesbianism as an Act of Resistance"
- 1/23 From, This Bridge Called My Back: (27 pages)
"Letter to Ma"
"I Paid Very Hard for My Immigrant Ignorance"
"La Prieta"

Week 4: African American Feminist Struggles

- 1/28 Want to Start a Revolution Intro-Ch.2 (56 pages)
- 1/30 Want to Start a Revolution Ch. 3, 5 [39 pages]

Week 5: African American Feminist Struggles

[Presentations start this week]

- 2/4 Want to Start a Revolution Ch. 6, 8, 10 [58 pages]

2/6 Want to Start a Revolution Ch. 11 [20 pages]

Week 6: African American Feminist Struggles/Chicana Feminism

2/11 Want to Start a Revolution Ch. 12-14 [60 pages]

2/13 Chicana Power, Intro [13 pages]

Week 7: Chicana Feminism

2/18 Chicana Power, Ch. 1-2 [77 pages]

2/20 Chicana Power, Ch. 3 [35 pages]

Mid-Term Paper Due via email on Friday 2/21/20 by 5 p.m.

Week 8: Native Women Sovereignty & Feminism

2/25 Chicana Power, Ch. 4-6 [81 pages]

2/27 Mary Jo Tippeconnic Fox & Sheilah E. Nicholas, "Beyond Pocahontas, Princess, and Squaw: Investigating Traditional Feminism"

Marie Anna Jaimes Guerrero, "Civil Rights versus Sovereignty: Native American Women in Life & Land Struggles"

[32 pages]

Week 9: Spring Break

No Class

Week 10: Native Women Sovereignty & Feminism

3/10 Andrea Smith, "Native American Feminism, Sovereignty, and Social Change"

Reyna Ramirez, "Race, Tribal Nation, & Gender: A Native Feminist Approach to Belonging"

Winona LaDuke, "Mothers of Our Nations: Indigenous Women Address the World"

[35 pages]

3/12 Andrea Smith, "Anti-colonial Responses to Gender Violence" [53 pages]

Week 11: Asian/Pacific Islander American Women

3/17 Asian/Pacific Islander American Women Ch. 4-5, 9 [39 pages]

3/19 Asian/Pacific Islander American Women, Ch. 10-11 [28 pages]

Week 12: Asian/Pacific Islander American Women

3/24 Asian/Pacific Islander American Women, Ch. 13, 16-18 [53 pages]

3/26 Asian/Pacific Islander American Women, Ch. 19, 21 [26 pages]

Week 13: Contemporary Activism

3/31 Color of Violence Ch 2, 3, 5 [28 pages]

4/2 Color of Violence, Ch. 6-7 [15 pages]

Week 14: Contemporary Activism

4/7 Color of Violence, Ch. 10-13 [26 pages]

4/9 Color of Violence, Ch. 14, 16 [14 pages]

Week 15: Contemporary Activism

4/14 Color of Violence, 17-19, 25 [36 pages]

4/16 Course Evaluation/Quest Survey

Week 16: Course Conclusion

4/21 Color of Violence, 23, 26 [16 pages]

Journals including Engagement Reflection, and Introductory Paper Part II Due in Class

Final Paper Due Monday, April 27th by 5 p.m. via email