

#Sayhername: Intersectionality & Feminist Activism

Spring 2021

Quest Theme: Justice & Power

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

Instructor: Elizabeth Garcia

egarcia1@ufl.edu

Office Location: 302 Ustler Hall

Office Hours: T/Th 10:40-11:40 a.m. via Zoom

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:

Introductory Paper Part I: 100 points
 Discussion Posts & Responses: 300 points
 Mid-Term Paper: 200 points
 Experiential Learning Assignment: 100
 Introductory Paper Part II: 100 points
 Final Paper: 200 points

Total possible points: 1000

NOTE: I do not assign extra-credit assignments. I also do not change final grades once they have been submitted. Therefore, it is important that you apply yourself and do your very best in each of the assignments that you have during the semester. If you have any questions about your assignments make sure to talk to me before turning in your papers to make sure that you have understood the assignment and are on the right track.

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

COURSE DELIVERY: This course will be taught online asynchronously, meaning that after the first day of class there will be no additional meetings via Zoom.

Instead, all course lectures and discussions will take place online via Canvas. See below for further explanations of the online elements of the course.

1. This course will be taught mostly asynchronously which means we WILL NOT be having weekly Zoom classes during the regularly scheduled meeting times. The course will take place on Canvas. Course content will be posted online and you will respond to course material through discussion posts and written assignments. This gives you more flexibility to do the course work whenever is most convenient to you.
2. At the beginning of the week, on Monday mornings, I will post the lesson for the week which may include a power-point lecture that includes audio; links to relevant videos or other documents; and links to the week's discussion questions. Each week will have its own Page on canvas where all of this information will be found, including any relevant announcements for the week. I will make the Page for the week we're in as the Home page to make it easy to find each week.
3. Every week there will be two discussion questions posted related to the readings assigned, any videos listed, and lecture presentation. Your response to these questions should be submitted by Thursday 11:59 p.m. (noon). You should submit a response to each question posted as well as respond to at least one of your peers' responses for each question.

There will also be a third discussion question, which will be an open question for you to either ask any questions you may have or to talk about something from the reading that was not covered by the first two discussion questions. This will be an optional question.

Further instructions on discussion posts can be found in the Assignments section of the syllabus.

4. Every three weeks or so one of the discussion posts will ask you "how are you doing right now?" This is intended to give us a check-in space where you can share how you're feeling about the class, about the Spring semester thus far, or anything else going on. This is also a way to acknowledge that there are going to be a lot of emotions related to attending your classes online or in hybrid formats and having to be a student in the era of Covid-19. I don't want us to forget that we are all still dealing with a lot of anxieties, stresses, and frustrations at this time and I want us to have a space in which to honor those realities as well. Answering this discussion post will be optional.
5. I will sign-into canvas every afternoon to see how the discussions are going and participate in the online discussions.

6. I will hold Office Hours via appointment on Zoom during the first hour of our regularly scheduled class time Tuesdays and Thursdays from 10:40-11:40 a.m. You can come whenever you like to ask questions or discuss anything from the class. You can also email me with any questions or if you'd like to meet at a different time.
7. Before each paper is due I will create a short video going over the assignment and giving any further guidance on how to be successful with your assignment. You are of course also welcomed to come to office hours or email me with any questions.

Assignment Descriptions:

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 turned in via Canvas by 11:59 p.m. on **1/22/21**.

Part II: Revisit your response to part I of this paper completed at the beginning of the semester. (100 points)

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. The paper will be due on **4/20/21** by 11:59 p.m. via Canvas.

Discussion Posts & Responses (300 points)

Every week there will be two discussion questions posted related to the readings assigned, any videos listed, and lecture presentation. Your response to these questions should be submitted by Thursday 11:59 p.m. You have to post a response to every question posted unless it says (optional).

You are also responsible for responding to at least 1 of your peers' answers for each of the required discussion questions.

Discussion posts should be at least 150 words and include thoughtful comments, critiques and/or questions regarding the content. Your responses to your peers can be any length as long as they are engaging responses. In other words, your responses to your peers should say more than just "I agree/disagree with your point." Explain why you agree or disagree, or raise questions about their points.

I will keep track every week of who has completed the discussion posts as assigned.

At the mid-point of the semester I will post a temporary grade in the grade book for Discussion Posts which will give you a sense of where you are at the mid-point of the semester and whether you need to improve or not.

Mid-Term paper (200 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 at least a week before the assignment is due. The assignment will be due on **Friday, February 26th, by 11:59 p.m. via Canvas**

Experiential Learning Assignment: (100) This class requires out of class engagement by participating in some kind of experiential learning. Students will be visiting the online Chicana Por Mi Raza Digital Memory Project and Archive found at www.chicanapormiraza.org.

From the "**Mujeres**" **tab** found in the menu at the top of the home page, browse through the various biographies of Chicana feminist archives and **select one woman** you want to focus on. **Read through her biography and watch any videos** (if there are any) attached to her bio. On the right hand side you will see links to "**Related Items from the Archive.**" **Choose one of those items to analyze closely.**

After reviewing the biography and your chosen document related to the Chicana activist you chose, **write a 500-word reflection paper** discussing two key points a) Who was the woman you chose, why was she important, and what most impressed you about her and b) analyze the document you chose explaining why you chose it, what the document was about, and how does it add to the story of the woman you chose to discuss.

Your Experiential Learning Paper will be **due Friday, March 19th by 11:59 p.m. via Canvas.**

Final Paper: (200 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 a week before the assignment is due. The paper will be **due Monday, April 26th, by 11:59 p.m. via Canvas**

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 4000 words. Papers should be typed, double-spaced, left-justified, in 12 pt. Times New Roman font, with 1” margins all around

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	1/22/21 by 11:59 p.m. via Canvas
Mid-term Paper	2/26/21 by 11:59 p.m. via Canvas
Experiential Learning Paper	3/19/21 by 11:59 p.m. via Canvas
Intro Paper Part II	4/20/21 by 11:59 p.m. via Canvas
Final Paper	4/26/21 by 11:59 p.m. via Canvas

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/>.

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 should engage with each other in our online discussion community with the same amount of respect and consideration as you would if we were meeting in person. Course guidelines for discussion will be made available during the first week of class.

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.

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.

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

Recommended Book:

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

Course Schedule:

Week 1 (1/11-1/15): Course Introduction

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

Week 2 (1/18-1/22): Intersectional Roots

READINGS: 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 Friday, January 22nd via Canvas

Week 3 (1/25-1/29): Intersectional Roots

READINGS: From This Bridge Called My Back: (26 pages)
"Invisibility is an Unnatural Disaster"
"Gee You Don't Seem Like An Indian from the Reservation"
"...And Even Fidel Can't Change That"
"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"

Week 4 (2/1-2/5): Intersectional Roots

READINGS: From, This Bridge Called My Back: (27 pages)
“Lesbianism as an Act of Resistance”
“Letter to Ma”
“I Paid Very Hard for My Immigrant Ignorance”
“La Prieta”

Week 5 (2/8-2/12): African American Feminist Struggles

READINGS: Want to Start a Revolution Intro-Ch.3, Ch. 5 (95 pages)

Week 6 (2/15-2/19): African American Feminist Struggles

READINGS: Want to Start a Revolution Ch. 6, 10-11 [69 pages]

Week 7 (2/22-2/26): African American Feminist Struggles

READINGS: Want to Start a Revolution Ch. 12-14 [60 pages]

Mid-Term Paper Due on Friday February 26th via Canvas

Week 8 (3/1-3/5): Chicana Feminism

READING: Chicana Power Intro, Ch.2 [61 pages]

Week 9 (3/8-3/12): Chicana Feminism

READING: Chicana Power, Ch. 3-4 [69 pages]

Week 10 (3/15-3/19): Chicana Feminism

READING: Chicana Power, Ch. 5-6 [53 pages]

Experiential Learning Paper due Friday March 19th via Canvas

Week 11 (3/22-26): Native Women Sovereignty & Feminism

READING: 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"

Andrea Smith, "Native American Feminism, Sovereignty, and Social Change"

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

Devon A. Mihesuah, "Ana Mae Pictou-Aquash: An American Indian Activist"

Week 12 (3/29-4/2): Native Women Sovereignty & Feminism

READING: Andrea Smith, "Anti-colonial Responses to Gender Violence" [53 pages]

Week 13 (4/5-4/9): Asian/Pacific Islander American Women

READING: Asian/Pacific Islander American Women Ch. 4-5, 9-11 [67 pages]

Week 14 (4/12-4/16):

READING: Asian/Pacific Islander American Women, Ch. 13, 16-19, 21 [79 pages]

Week 15 (4/19-4/21): Class Conclusion

Paper Intro Part II Due on Tuesday April 20th by 11:59 p.m. via Canvas

Final Paper Due Monday, April 26th by 11:59 p.m. via Canvas