

## Cover Sheet: Request 14160

IDS2935 GARCIA UFQ1 Justice & Power: #Sayhername Intersectionality & Feminist Activism

### Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Elizabeth Garcia egarcia1@ufl.edu
Created	8/25/2019 11:33:13 AM
Updated	8/26/2019 1:45:50 PM
Description of request	IDS2935 is the course "shell" through which the first offerings in the new UF Quest Curriculum will be offered. I am asking that the Gen Ed Committee temporarily approve a section of IDS2935 titled #Sayhername: Intersectionality & Feminist Activism as an offering that fills the Humanities, Diversity and Writing-4000 words Gen Ed requirements. This temporary approval will last for 3 semesters.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Womens Studies 011657006	Banafsheh Moradi		8/26/2019
Garcia-UFQ1 Justice and Power- #sayhername Gen Ed Syllabus.docx					8/25/2019
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		8/26/2019
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			8/26/2019
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|Gen\_Ed|New-Close-Modify for request 14160

## Info

**Request:** IDS2935 GARCIA UFQ1 Justice & Power: #Sayhername Intersectionality & Feminist Activism

**Description of request:** IDS2935 is the course "shell" through which the first offerings in the new UF Quest Curriculum will be offered. I am asking that the Gen Ed Committee temporarily approve a section of IDS2935 titled #Sayhername: Intersectionality & Feminist Activism as an offering that fills the Humanities, Diversity and Writing-4000 words Gen Ed requirements. This temporary approval will last for 3 semesters.

**Submitter:** Elizabeth Garcia egarcia1@ufl.edu

**Created:** 8/25/2019 10:59:41 AM

**Form version:** 1

## Responses

### Course Prefix and Number

Response:  
IDS2935

*Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog).*

*If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.*

### Course Title

*Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).*

Response:  
IDS2935GARCIAUFQ1:#SAYHERNAME: INTERSECTIONALITYANDFEMINISTACTIVISM

### Delivery Method

*Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.*

Response:  
Classroom

### Request Type

Response:  
Change GE/WR designation (selecting this option will open additional form fields below)

### Effective Term

*Enter the term (semester and year) that the course would first be taught with the requested change(s).*

Response:

Spring

**Effective Year**

Response:  
2020

**Credit Hours**

*Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.*

Response:  
3

**Prerequisites**

Response:  
N/1

**Current GE Classification(s)**

*Indicate all of the currently-approved general education designations for this course.*

Response:  
None

**Current Writing Requirement Classification**

*Indicate the currently-approved WR designation of this course.*

Response:  
None

**Requesting Temporary or Permanent Approval**

*Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.*

Response:  
3 semesters

**Requested GE Classification**

*Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.*

Response:  
H - Humanities , D - Diversity

### **Requested Writing Requirement Classification**

*Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.*

Response:  
E4 - 4000 words

### **Type of writing skill feedback provided**

Response:  
Grade

### **Accomplishing Objectives**

*Please provide an explanation of how the General Education Objectives will be accomplished in the course. A numbered list is the recommended format (see example GE syllabus). Inclusion of this explanation is a required component of GE courses and syllabi.*

Response:  
o Humanities SLOs: Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).  
Identify and analyze key elements, biases, and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).  
Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

### **Content: Explanation of Assessment**

*Please provide an explanation of how the General Education Content SLO will be assessed in this course. This is a required component of a General Education syllabus.*

Response:  
Humanities Content SLO: Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).

Students will be able to: 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.

Humanities Content will be assessed through class discussion, journal assignment, and mid-term and final papers.

Diversity Content SLO: Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability.

At the end of the course students will be able to: 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 will be assessed through class discussion, journals, mid-term and final exams.

**Critical Thinking: Explanation of Assessment**

*Please provide an explanation of how the General Education Critical Thinking SLO will be assessed in this course. This is a required component of a General Education syllabus.*

Response:

Humanities Critical Thinking SLO: Identify and analyze key elements, biases, and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives

Students will be able to: 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 will be assessed through classroom discussion, oral presentation, mid-term and final papers.

Diversity Critical Thinking SLO: Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.

Students will be able to: 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.

Assessment will be made via class discussion, oral presentations, mid-term and final papers.

**Communication: Explanation of Assessment**

*Please provide an explanation of how the General Education Communication SLO will be assessed in this course. This is a required component of a General Education syllabus.*

Response:

Humanities Communication SLO: Communicate knowledge, thoughts and reasoning clearly and effectively.

Students will be able to: 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 will be assessed through oral presentations, journal assignment, mid-term and final papers.

# #Sayhername: Intersectionality & Feminist Activism

Spring 2020

Quest Theme: Justice & Power

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

Instructor: Elizabeth Garcia

egarcia1@ufl.edu

Office Location: 302 Ustler Hall

Office Hours: Wednesday, 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?

## Quest 1 and Gen Ed Description and Student Learning Outcomes

- Quest 1 Description: Quest 1 courses are multidisciplinary explorations of essential questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students apply

approaches from the humanities to mine works for evidence, create arguments, and articulate ideas.

○ Quest 1 SLOs:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
  - Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
  - Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Connection).
  - Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).
- Humanities Description: Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.
    - Humanities SLOs
      - Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
      - Identify and analyze key elements, biases, and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
      - Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).
  - Diversity Description: In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age,

sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society. [L][SEP]

o Diversity SLOs:

- Identify, describe, and explain the historical processes and contemporary experiences [L][SEP] characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content). [L][SEP]
- Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking). [L][SEP]

- Writing Description: The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component. [L][SEP]

o Writing Evaluation:

- This course carries 4000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 4000 words in order to receive credit for those words. [L][SEP]
- The instructor will evaluate and provide feedback on the student's written work with [L][SEP] respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using the General Education writing rubric (see PAGE 7). [L][SEP]
- More specific rubrics and guidelines for individual assignments may be provided during the course of the semester. [L][SEP]



## 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: An attendance sheet will be passed out 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.

(Advances SLOs: 1,2,3,4,)

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; Advances SLOs: 1,2,4)

**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; Advances SLOs: 1,2,3,4) 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; Advances SLOs: 1,2,3)

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 21<sup>st</sup>, by 5 p.m. via email**.

**In-Class Oral Presentation & Written Assignment:** (Advances SLOs: 1,2,3,4) 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 **500-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; Advances SLOs: 1,2,3) You will be given a series of writing options and propts 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 5250 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](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)
<b>CONTENT</b>	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.
<b>ORGANIZATION AND COHERENCE</b>	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.
<b>ARGUMENT AND SUPPORT</b>	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.
<b>STYLE</b>	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.

<b>MECHANICS</b>	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.
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## **ASSIGNMENT DEADLINE SUMMARY**

<b>Assignment</b>	<b>Due Date</b>
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/>.

### **Students Requiring Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://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 or TAs 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, 4<sup>th</sup> 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, 8<sup>th</sup> 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  
(In Class Reading) Adrienne Rich, "Claiming Your Education" (3 pages)
- 1/9 Paula Gunn Allen, "Who is Your Mother? Red Roots of White Feminism"  
(6 pages)  
**[What is feminism]**

## **Week 2: Intersectional Roots**

- 1/14 From This Bridge Called My Back: **[Defining Intersectionality, 26 pages]**  
"Catching Fire: Preface to the 4<sup>th</sup> 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: **[Defining Intersectionality, 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: **[Defining Intersectionality, 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: [**Defining Intersectionality**, 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 [**What is “revolutionary” activism?**, 56 pages]

- 1/30 Want to Start a Revolution Ch. 3, 5 [**Civil Rights Movements**, 39 pages]

#### **Week 5: African American Feminist Struggles**

[Presentations start this week]

- 2/4 Want to Start a Revolution Ch. 6, 8, 10 [**Women in Black Power Movements**, 58 pages]

- 2/6 Want to Start a Revolution Ch. 11 [**Revolutionary Electoral Politics**, 20 pages]

#### **Week 6: African American Feminist Struggles/Chicana Feminism**

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

- 2/13 Chicana Power, Intro [**Historical Background on Mexican American Women and the term Chicana**, 13 pages]

#### **Week 7: Chicana Feminism**

- 2/18 Chicana Power, Ch. 1-2 [**Chicana Feminism on College Campuses**, 77 pages]

- 2/20 Chicana Power, Ch. 3 [**Chicana Nationalism**, 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 [**Chicana Feminism & Print Culture**, 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"

**[What does feminism mean to Native American Women, 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"

**[Should Native Women call themselves feminists?, 35 pages]**

3/12 Andrea Smith, "Anti-colonial Responses to Gender Violence"

**[Gender Issues among Native Communities, 53 pages]**

### **Week 11: Asian/Pacific Islander American Women**

3/17 Asian/Pacific Islander American Women Ch. 4-5, 9

**[Historical Background on Asian American Women, 39 pages]**

3/19 Asian/Pacific Islander American Women, Ch. 10-11

**[Defining Beauty among Asian American Women, 28 pages]**

### **Week 12: Asian/Pacific Islander American Women**

3/24 Asian/Pacific Islander American Women, Ch. 13, 16-18

[**Asian American Feminist Organizing**, 53 pages]

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

**Paper Proposals Due Friday, March 27<sup>th</sup>, by 5 p.m. via email**

**Week 13: Contemporary Activism**

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

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

**Week 14: Contemporary Activism**

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

4/9 Color of Violence, Ch. 14, 16 [**Feminism on the Border**, 14 pages]

**Week 15: Contemporary Activism**

4/14 Color of Violence, 17-19, 25 [**Women of Color & Prisons**, 36 pages]

4/16 Course Evaluation/Quest Survey

**Week 16: Course Conclusion**

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

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

**Final Paper Due Monday, April 27<sup>th</sup> by 5 p.m. via email**