

**Global Women of Color: Women of Color Feminist
Spring 2021, WST 6935**



Instructor: Dr. Manoucheka Celeste
Class Time and Location: Tuesdays 3:00-6:00pm (Periods 8-10)
Office hours: Thursday 2:00-4:00- by appointment to ensure privacy
Office location: Ustler 206
Email: celeste@ufl.edu (response time is typically 24-48 hours)

COURSE DESCRIPTION:

“For women, then, poetry is not a luxury. It is a vital necessity of our existence. It forms the quality of the light within which we predicate our hopes and dreams toward survival and change, first made into language, then into idea, then into more tangible action. Poetry is the way we help give name to the nameless so it can be thought. The farthest horizons of our hopes and fears are cobbled by our poems, carved from the rock experiences of our daily lives.”- Audre Lorde

This course will engage with the scholarship of women of color scholars and organizers in thinking about race, nation, class, gender, and sexuality. We will consider the works, interventions, and experiences of women of color across topics including media and popular culture, immigration, globalization, colonialism, the state, and academia. Emphasis will be on scholars of U.S. “Third World,” Borderland, Caribbean and South Asian feminisms, with engagement from other areas.

This course provides an ever-so urgent opportunity to center voices and experiences that have otherwise been marginalized in the broader academy. WoC scholarship is by and large critical and radical, acknowledges and utilized non-Western ways of defining knowledge, is anti-canonical and is firmly entrenched in materiality (ex. theory of the flesh). The course will be particularly useful to those interested in engaging in research on difference, identity, and power.

**Please note that the following syllabus is provisional in regard to the reading schedule; I reserve the right to add or delete reading materials as required to facilitate learning.

COURSE OBJECTIVES:

By the end of this course, students should be able to:

- Identify key interventions and debates within women of color feminism(s), especially as they relate to race, gender, class, nation, and sexuality.
- Analyze issues impacting marginalized communities using women of color feminist theoretical frameworks.
- Articulate contributions of women of color feminist scholarship in various fields, including women’s studies & feminist studies.
- Carry out critical/radical analysis using women of color theoretical feminist frameworks.
- Articulate the importance of and carry out community-engaged scholarship based on women of color pedagogy and theoretical frameworks.
- Demonstrate communication (oral and written) and critical reading skills.

REQUIRED READINGS:

- *Still Brave: The Evolution of Black Women's Studies* by Stanlie M. James, Frances Smith Foster, and Beverly Guy-Sheftall (2009)
- *Women Writing Resistance: Essays on Latin America and the Caribbean* by Jennifer Browdy de Hernandez, Julia Alvarez, Edwidge Danticat and Michelle Cliff (2003)
- *This Bridge Called My Back: Writings by Radical Women of Color* by Cherrie Moraga and Gloria Anzaldua (2015), **4th Edition**
- *Feminist Genealogies, Colonial Legacies, Democratic Futures (Thinking Gender)* by M. Jacqui Alexander and Chandra Talpade Mohanty (1997)
- *Borderlands/La Frontera* by Gloria Anzaldua (1999) 2nd Edition
- *Terrorizing Women: Femicide in the Americas* by Rosa Linda Fregoso and Cynthia Bejarano (2010) [to be confirmed]
- *Making All Black Lives Matter: Reimagining Freedom in the Twenty-First Century* by Barbara Ransby, 2018.
- Additional readings available as pdf or through library digitally.

CLASSROOM EXPERIENCE

Our class meetings are designed to be active and participatory. Your willingness to share your stories, perspectives, or questions is essential to a lively, (dare I say, fun) course. Student preparation ahead of class is critical to achieve this goal. Multiplicity of backgrounds, learning styles, gender, race, culture, sexuality, life circumstances, etc. is ***deeply appreciated and celebrated*** in this class.

This graduate course is designed to address scholarship that is historically (and currently) go under-studied, under-cited and sometimes co-opted. My expectation is that you engage as intensely and seriously as you would with other scholarship.

Some of the scholarship will evoke a variety of emotions. You are encouraged to interrogate them both critically and without judgement.

The work is hard, but valuable, and increasingly urgent.

COURSE REQUIREMENTS:

You will meet the course objectives by fulfilling the following requirements:

- Successfully completing assignments and projects on time
- Fully participating in class discussions and all activities
- Demonstrating your understanding of the material through class activities, assignments and final project.
- Submit graduate level-work (in content, execution, detail/care).
- Use appropriate sources and citations (academic books and journals, newspapers, magazines as discussed in class—not wiki, blogs, etc.). Citation styles: APA, MLA, Chicago, etc.,

GRADED ACTIVITIES AND ASSIGNMENTS: 120 POSSIBLE POINTS

Activity	Points	Due Date
(3) Weekly Reading Responses (5pts each)	15	1 by Feb. 2, 2 by March 2nd
Planning/participate community event	20	Must demonstrate contributions
Research Paper/Project Proposal (2 pages)	5	Feb 23
Research Paper/Project	50	April 22-26
(1-2) Facilitation of Readings (10 pts each)	10	Varies (sign-up)
Paper & Presentation of Social Issue(s)	20	Varies (sign-up)

***Note, 10-20% of our time [2 days] involve in person community work. The class will select the dates together with community partners.**

GRADING SCALE

94-100A	90-93 A-
87-89 B+	84-86 B
80-83 B-	77-79 C+
74-76 C	70-73 C-
67-69 D+	64-66 D
60-63 D-	Below 60 E

EXPECTATIONS of Students

- Come to class prepared (on time), fully participate, and be respectful of the learning community we will build.
 - Being prepared involves: completing readings or assignments in advanced, and having necessary supplies.
 - Fully participating involves: being a part of the discussions, actively listening and/or taking notes, and contributing to the general experience. This also includes doing your share of group work.
- We are all here to learn, myself included. Together we will discuss and critically engage with the course material. In order to be successful, we need to respect each other's opinions, practice active listening and avoid any behavior that disrupts the learning of others.
- Leave your technology in your bag, unless asked specifically to use it during an activity. Checking cell phones, text messages, Facebook, Twitter, etc., is **NEVER** okay in this class. Limit your computer use to note-taking (see me re: computers).
- Please refrain from disruptive activities. I reserve the right to ask you to leave if your behavior is disruptive.
- Complete and submit assignments on time or ahead of time. Come to class on time. "To be early is to be on time, to be on time is to be late, to be late is unacceptable," -C. Berry.
- Manage crisis by planning ahead and asking for help when appropriate.
- Ask questions when you have them. This is a great way to learn.
- Trust that you have something to offer the class (your perspective and experience are important)
- Be responsible for your own learning and grades. Do not count on others to take notes or to send you reminders.
- Communicate with me: email, come to my office.

- Have fun!!

You can expect me to:

- Be on time and prepared for class.
- Be structured, but flexible when needed.
- Prioritize fairness to ALL students. I will not do for one person what I cannot do for ALL.
- Respond to your questions in a timely manner. Please allow 24-48 hours during the week. I do not check work emails during the weekend, so plan ahead. Emails sent on the weekend will be answered the next Monday or Tuesday. Again, manage your crisis by being prepared—do not email the night before a deadline as you probably will not get an answer. If you email me the morning of class, you will not get a reply until later that day or the next day.
- Be committed to your learning and available outside of class to assist you.
- *Be UNATTACHED to your grades or points. I don't get a bonus for lower or higher grades, so trust that I will be as fair as possible.
- Actively engage in class and have fun!!

COURSE POLICIES: *In addition to Expectations (see above) here are some more specifics:*

Statement regarding oppression:

The classroom is a place for learning and only works when everyone is respected and treated justly. Language and gestures that are oppressive (ex: hate speech, shutting people down, 'name-calling') will not be tolerated in this space. Additionally, due to the nature of this course, we may encounter texts and examples that are oppressive in nature or that you do not agree with. In order to have this be a meaningful learning experience, it is necessary to not only to acknowledge, but also to respect difference in identities, points of view, life experiences, etc. Further, since we are all in this space, we are ALL responsible to address behavior that is oppressive in nature in a respectful, non-judgmental manner. If you cannot adhere to this, please plan to be in a different class.

Attendance, Assignments, Tardiness, and Make-up assignments

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies:

- Only you can determine your success in this class. You will get out of it only what you put into it—this requires attending class.
- Attendance is required and is taken in a few ways including: roll call, sign-up sheets, and in class activities. You are responsible for making sure your presence is counted, especially if you are tardy. In the rare instance that you attend late, see me after class to make sure you are not marked as absent. Once grades are submitted, attendance issues/appeals will not be considered, so please check this regularly.
- You are responsible for getting the information and material you miss in class from a classmate. "What did I miss" questions will not be answered.
- A sizeable percentage of the points for this class come from in-class participation activities. Due to the nature of these activities, make-ups will not be available.

- In graduate courses attendance is paramount and absences should be limited to emergencies. A student with **3** unexcused absences will be dropped a letter grade. **More than 5 unexcused absences will result in automatic failure of the course.** **Arriving to class late or leaving early (tardies) count ½ (half) of an absence each.**
- Class will begin and end on time each day. Please be considerate of your classmates and avoid disrupting their learning. In the rare occasion that you are late, sit in the back as to not disturb class in progress. You are responsible for verifying that you are not marked as absent
- Assignments are due at the beginning of class in class on the due date, turned in by you. To be fair to all students who meet the expectations of this course, late assignments are not usually accepted without losing considerable points, unless there is proper documentation for the absence or tardiness.
- Anything turned in after class/outside of class on the due date will go down **1 letter grade per 24-hour** period after the deadline. For example, your grade is a B, but it is turned in after class the same day. Your final grade will be a C. You get the same grade for turning in an assignment late (middle of class, an hour after class, 23 hours after class).
- If you turn in an assignment and leave class ends, your assignment will be discarded and will be considered late once re-submitted.
- In order for assignments to be accepted without losing points, please contact me as soon as possible and provide documentation of illness or other university-approved absences. Dated documentation can include, but are not limited to: dated doctor's note, documentation of jury duty, obituary, etc. I reserve the right to contact the appropriate sources to confirm the documentation.
- **Assignments are NOT accepted via email.**
- If your involvement in a university-sponsored activity, including academic conferences requires that you miss a certain class period, you must provide me with documentation in advanced. Under some pre-approved circumstance (university-sponsored absence), assignments can be turned in early with advanced notice and proper documentation.
- Make ups will be discussed on a 1:1 basis for certifiable/documented medical and/or family emergencies, or university-sponsored activity.
- Students who wish to observe religious holidays that conflict with class dates should inform me in writing of their intention to do so in the **first two weeks of the semester.**

Reasonable Accommodation for Students with Disabilities

UF is committed to providing reasonable support for students with disabilities. Students with disabilities are responsible for registering with Disability Resource Center/Dean of Students Office in order to receive academic accommodations. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Students are encouraged to discuss accommodations with instructors at the beginning of the semester or as soon as documentation is provided by DSO. Generally, the sooner/and more students communicate with instructors, the better. Students are encouraged to contact *Disability Resource Center*: <https://www.dso.ufl.edu/drc/students/accommodations>

Academic Dishonesty and Plagiarism (adapted from syllabus of J.C. Hamm)

Academic dishonesty undermines the educational process and learning community. Using someone else's words or ideas as your own is dishonest and lazy. Cases of suspected plagiarism and/or cheating will be pursued diligently and vigorously. The range of possible penalties includes a failing grade and dismissal from the university. You are responsible for knowing the university's standards. See Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>. ***Only original work will receive a grade.** A zero will be assigned to any work with unoriginal work until the situation is resolved.

Ongoing feedback: I encourage you to share your feedback and concerns about this course as they arise. Please do not wait until the end of the semester as there is nothing I can do at that point. This includes grading errors or issues (within 2 weeks). I cannot fix what I do not know is broken, thus I am your first point of contact. I work diligently to be open and responsive to constructive feedback and questions.

Notification: Periodically, I will make course announcements via email notification. You are responsible for this information, so check your email every 24-48 hours. If you do not use your UF email account, you must forward your UF account to one you check daily. If you ask questions that may benefit the class, I may send the notification to the entire class in lieu of only emailing you. Announcements will also be posted on Blackboard

Writing help:

Writing is a skill that requires practice, feedback, and more practice. The University provides numerous opportunities for students to get work on their writing. When you turn in papers for this course, I will assume that it has been thoroughly edited and points are deducted otherwise (Written Communication is a course objective). Visit: <https://writing.ufl.edu/writing-studio/>

Additional Information:

Use one of the citation styles (APA, MLA, Chicago 16).

Information on current UF grading policies for assigning grade points:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Course Feedback:

“Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.”

Students may also be asked for mid-semester feedback.

Phone number and contact site for university counseling services and mental health services: 392-1575,

<https://counseling.ufl.edu>

Recording:

*Class sessions are not recorded (unless arranged with instructor through Disabilities Resource Center). Class notes may not be sold.

Critical Reading of Texts (adapted):

You will soon find out that your reading materials for the class are a mixture of descriptive (i.e., easier reading) and densely theoretical (i.e., more challenging) pieces. Please give yourself sufficient time to read and digest the works for the week. Critical readers of the assigned texts should be able to provide the following: a summary of the primary and supplementary points of the author's argument, a discussion of methodology, a mention of contribution of this work to its field(s), an analysis of strengths and weaknesses (of the style of the writing, the content provided, as well as the argument), and a link of the readings to the week's and course's concerns. For additional background, investigate the authors further, by, for example uncovering a short author biography and select bibliography. Critical readers have a conversation with the text. To do this, as you are reading, be sure to write a minimum of three questions for the class to discuss.

About the Instructor:

Manoucheka Celeste is an associate professor with a shared appointment at the Center for Gender, Sexualities, and Women's Studies Research and the African American Studies Program. Dr. Celeste is the author of *Race, Gender, and Citizenship in the African Diaspora: Travelling Blackness* (Routledge), winner of the 2018 National Communication Association Diamond Anniversary Book Award and the 2017 National Communication Association Outstanding Book Award from the African American Communication & Culture Division and Black Caucus. She researches media representations of race, gender, class, sexuality, and nation, and processes of identity formation. She focuses on citizenship narratives surrounding immigration, tourism, and Black womanhood. Geographically, she specializes on the U.S. and the Caribbean, specifically Haiti. She is currently working on a second book project, "The Wailing Black Woman: Interrupting Narratives of Life, Death, and Citizenship in Media and the Public Sphere," where she centers Black women globally to examine media portrayals and public discourses of Black life and death. Dr. Celeste holds a Ph.D. in Communication (specialization: Cultural Studies) and Graduate Certificate in Feminist Studies (Specialization: Women of Color Feminisms) from the University of Washington, an M.A. in Mass Communication (Specialization: International/Intercultural Comm.) and a B.S. in Journalism (specialization: News Reporting) from UF.

Syllabus Statements Required by UF, 2020-21

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click](#)

[here for guidance on how to give feedback in a professional and respectful manner.](#) Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here.](#)

- Information on current UF grading policies for assigning grade points: [link to the university grades and grading policies.](#)
- For face to face courses a statement informing students of COVID related practices such as:

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

 - You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
 - This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
 - If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.](#)
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies.](#)
- For online course with recorded materials a statement informing students of privacy related issues such as:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the

"chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

University suggested content:

The university's honesty policy regarding cheating, plagiarism, etc. Suggested wording:

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 specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). 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.

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](#)

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.](#)

UF COVID Policies/Info: <https://policy.ufl.edu/?s=covid>

College of Liberal Arts & Sciences Policy: Verbatim

“Proposed College Policy on Zoom Presence

University policy gives students the right to opt out of audio and video participation in classroom Zoom sessions that are being recorded. Also in non-recorded classroom Zoom sessions, it is best practice not to require students to have their camera and audio on, since they may face a number of challenges – technical or otherwise – that make this kind of participation difficult or undesirable. For this reason, instructors should consider allowing alternative forms of participation, such as chat and blog entries or, when necessary, audio-only presence. In the rare case where an instructor deems both audio and video participation to be necessary (as in foreign language classrooms), this must be approved by the unit chair/director and by the college, and this requirement must be explicitly disclosed in the course syllabus.

Syllabus Text on Zoom Presence where sessions are to be recorded, no Zoom presence required This text is in the UF syllabus policy.

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and

comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Suggested syllabus text for Zoom classes, where sessions are not recorded, and neither audio nor video presence is required

The participation portion of your grade for this class will be calculated on the basis of your attendance and your participation in class activities. Normally you will satisfy this requirement through your participation through video and audio presence on Zoom. However, you may also satisfy this requirement through written comments in chat and discussion assignments in Canvas.

Suggested syllabus text for Zoom classes, where sessions are not recorded, but audio presence is required

The participation portion of your grade for this class will be calculated on the basis of your attendance and your participation in class activities. Since the pedagogical approach of this course depends heavily on student engagement and interaction, you are required, at a minimum, to participate in class activities through the audio function of Zoom. Your video presence is invited as well.

Syllabus text for Zoom classes, where sessions are not recorded, but both audio and video presence is required This is the text that was approved for SPS.

Participation in our class is fundamental since improving oral conversation skills is a key objective of the course. Thus, students are required to have their cameras on from start to finish during our classes on Zoom. A default setting for our sessions in Zoom is that participants will be muted when they enter, so you will unmute yourself when you comment orally during our whole-group conversations and when you are in small groups. Your instructor may also ask students to reply in the chat box for specific activities. Oral comments on camera and written comments in the chat box are considered activities for participation. If you have technical issues, please immediately consult UF IT Help to resolve them and then contact your instructor. Zoom sessions will not be recorded by the instructor and may not be recorded by students. As in all courses, unauthorized recording and unauthorized sharing of recorded material is prohibited.”