

Global Women of Color
WST 6935, #21317
Spring 2019

Instructor: Dr. Manoucheka Celeste

Class Time and Location: Tuesdays 3:00-6:00pm (Periods 8-10), Ustler 0108

Office hours by appointment: celeste@ufl.edu

Office location: Ustler 206

Email: celeste@ufl.edu (24-48 hour response time)

Please note: There are required events that may take place outside of class time. See schedule. Please plan ahead.

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 in thinking about race, class, gender, and sexuality. Paying particular attention to the relationships between representation and materiality, we will consider the works (mainly interventions) and experiences of women of color across topics including media and popular culture, immigration, globalization, colonialism, the state, and academia. We will pay particular attention to scholars of U.S. “Third World,” Borderland, Caribbean and South Asian feminisms in addition to the works that students bring into the class as we continually ask the question, “what is the relationship between women of color feminisms and globality?”

Our class meetings are designed to be active and participatory. Your willingness to share your stories, perspectives, or questions is essential to a lively, fun course! Multiplicity of backgrounds, learning styles, gender, race, culture, sexuality, life circumstances, etc. is *deeply appreciated and celebrated* in this class.

**Please note that the following syllabus is provisional in regards to the reading schedule; I reserve the right to add or delete reading materials.

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 theoretical frameworks.
- Articulate contributions of women of color scholarship.
- Carry out critical/radical analysis using women of color theoretical 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:

- *Women Writing Resistance: Essays on Latin America and the Caribbean* by Jennifer Browdy de Hernandez, Julia Alvarez, Edwidge Danticat and Michelle Cliff (2003):
- *Feminism without Borders: Decolonizing Theory, Practicing Solidarity* by Chandra Talpade Mohanty (2003) (will post pdf of select chapters)
- *Krik? Krak!* by Edwidge Danticat (1996) (to confirm)
- *Living a Feminist Life* by Sara Amed (2017)
- *Feminist Genealogies, Colonial Legacies, Democratic Futures (Thinking Gender)* by M. Jacqui Alexander and Chandra Talpade Mohanty (1997)
- *This Bridge Called My Back: Writings by Radical Women of Color* by Cherrie Moraga and Gloria Anzaldua (2015), **4th Edition**
- *Borderlands/La Frontera* by Gloria Anzaldua (1999) 2nd Edition
- *Still Brave: The Evolution of Black Women's Studies* by Stanlie M. James, Frances Smith Foster, and Beverly Guy-Sheftall (2009)
- *Terrorizing Women: Femicide in the Americas* by Rosa Linda Fregoso and Cynthia Bejarano (2010)
- Additional readings available on Canvas or in hard copy.

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 exams and final exam/project.
- 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
(4) Weekly Reading Responses (5 pts each)	20	2 BEFORE spring break
(1) Event Responses (5 pts each)	5	The class following event
Class Bibliography/Resources/Matrix	10	
Planning/participate in class event/project	10	
Research Paper/Project Proposal (2 pages)	10	
Research Paper/Project	50	Finals date
(2) Facilitation of Readings (10 pts each)	20	Varies (sign-up)
Presentation of Social Issue(s)	10	Varies (sign-up)

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

- 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.
- 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. 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.
- *Not be attached 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 make arrangements 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 that can be found in the online catalog at:

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

- 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, quizzes, and in class activities. You are responsible for making sure your presence is counted, especially with quizzes, and in class assignments—and 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 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.
- A student with **2.5** unexcused absences will be dropped a letter grade. **More than 4 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 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 NEVER accepted via email.**
- If your involvement in a university-sponsored activity 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. 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. This includes grading errors or issues (within 2 weeks). I cannot fix what I do not know is broken. I am 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 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:**

The University provides numerous opportunities for students to get work on their writing. We can all improve our writing. When you turn in papers for this course, I will assume that it has been thoroughly edited.

Visit: <https://writing.ufl.edu/writing-studio/>

**Additional Information:**

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

<http://writingcenter.unlv.edu/supervisorschedule>

Information on current UF grading policies for assigning grade points:

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

“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>.”

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

<http://www.counseling.ufl.edu/cwc/Default.aspx>

University Police Department: 392-1111 or 9-1-1 for emergencies.

**Recording:**

\*Class sessions may not be 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, be sure to write a minimum of three questions for the class to discuss.