

WST 6508

ADVANCED FEMINIST THEORY

INSTRUCTOR	Dr. Hina Shaikh
EMAIL	hshaikh@ufl.edu
SEMESTER	SPRING 2022
CLASS LOCATION/TIMES	WEDNESDAYS Room: UST 108 Time: Period 6-8 (12:50 - 3:50pm)
IN-PERSON OFFICE HOURS	Room: UST122 Time: Wednesdays 11:00am - 12:30pm and by appt.
VIRTUAL OFFICE HOURS ZOOM LINK	

Please use hinas.youcanbook.me to schedule office hours

LAND ACKNOWLEDGEMENT

I acknowledge that for thousands of years the area now comprising the state of Florida has been and continues to be home to many Native Nations. I further recognize that the main campus of the University of Florida is in the heartland territory of two historically-known Native societies –those of the Potano and of the Alachua Seminole. As a part of our current stewardship, I acknowledge my obligation to honor the ancestral, present, and future land rights of Indigenous peoples (originally crafted by UF Libraries/edited slightly by me).

COURSE DESCRIPTION

Since feminist theory is by its very nature interdisciplinary, this course is designed to acquaint students with some foundational feminist theory—in texts—across the disciplines: philosophy, art history, literary studies, sociology, anthropology, the sciences. By “foundational” I mean feminist thought which has been influential in shaping academic feminist scholarship since the so-called “second wave” of United States and European feminism, beginning (roughly) in the late 1940s and moving up to the present. This class relies heavily on your participation in in-class discussions, thoroughly and meaningfully engaging the readings, and thoughtfully building an embodied understanding of what “advanced” feminist theory is, feels like, tastes like, and acts like. We will focus on the fissures, excesses, and undersides of what could be, is, and should be “feminist theory”. I have organized the course thematically to reflect contemporary debates and concerns in feminist theories: the body, space/place/identity, borders/boundaries/crossings, justice/freedoms/futurities.

COURSE GOALS

- Identify key arguments, theories, and debates of contemporary feminist theory
- Apply a feminist theoretical framework in writing about your own research project
- Explain how feminist theory always intersects with power as well as race, gender, and other intersections of identity
- Learn how communities of color and communities from (settler and post) colonial contexts have always created practices of resisting harmful power structures

REQUIRED TEXTBOOKS

Beliso-De Jesús, Aisha M. 2015. *Electric Santería: racial and sexual assemblages of transnational religion*.

Snorton, C. Riley. 2018. *Black on both sides: a racial history of trans identity*.

COURSE ASSIGNMENTS

WEEKLY READING RESPONSES (30% of final grade)

These responses may take the form of a visual, written, audio, or performance piece. Must be uploaded to Google Drive Folder before our weekly class. You do not have to complete a reading response for the week you are presenting.

WRITTEN: 1-2 pages single-spaced answering the following questions:

- MUST ANSWER: What is the main argument of the reading for this week?
- Options for the rest of the paper:
 - Connecting the reading to a song, playlist, short story, tv show, film, podcast, book, etc.
 - Performing a close reading of a section of the reading ([how to do a close reading](#))
 - Connecting the reading to your research
 - Explaining how the reading expands your ideas of race, gender, class etc.

OTHER CHOICES: you must add footnotes throughout or endnotes with explanations and citations connecting the piece back to the reading.

- 30 seconds – 1 minute if edited audio or video piece (using software like audacity or the like)
 - Note: an edited audio or video piece requires, well, editing! 😊
- 2-3 pages double-spaced if short story
- 3-5 pages double-spaced if poem
- 5-7 panels if comic strip
- 5 by 7 inches of paper if a drawing/sketch
- 1-3 edited photographs

- Note: an edited photo series must be, well, edited! 😊

READING PRESENTATIONS (35% of final grade)

Presentation Guidelines:

Select one week's readings. Prepare to lead 1/3 of the class (one hour) with an analytical presentation that does not summarize the readings, but critically analyzes the argument/main points/themes etc. across the readings. You do not have to complete a reading response for the week you are presenting.

Presentation options:

1. Create a guided set of quotes from each piece and lead us through the quotes by reading them out loud to us. Pause often to share insights and other medium of material to connect with the readings: audio, visual, etc. Please send this to me ahead of time and I will distribute to the class and have at least a few hard copies for folks who need them.
2. Select a section/sections you want to critically analyze and prepare a presentation that guides us towards your argument.
3. Juxtapose the readings or section of the readings with a tv show/movie scene/art piece/poem/music video/short story/podcast/music etc. Explain to us your argument regarding the connection between the piece and the readings. If you need more time to show the piece in class, I'm happy to help you set that up.

FINAL PAPER (35% of the final grade):

In 7-10 pages, you will create your own version of what feminist theory is, should/could be. Incorporating readings from the course, your own analysis, and possibly your own research, this paper asks you to craft your own feminist theoretical voice amongst, with, and against scholarship we've read in this course. I will provide more details in class. **You will submit an initial draft of this paper to me by March 16th before class time via email. The final draft is due April 27th at 3pm via email.**

Some questions you should incorporate into the final paper:

How would you define feminist theory?

What are the core readings that define feminist theory to you and your work?

Do you identify your work within "feminist theory"?

How do you identify your work within "feminist theory"?

How do you engage with "power" within your work?

WEEKLY COURSE SCHEDULE OF TOPICS AND ASSIGNMENTS

Week 1: Wednesday, January 5th

Topic: Introductions; Reviewing Syllabus; Gaming

Week 2: Wednesday, January 12th

Topic: space/place/identity

ASSIGNMENT: READING RESPONSE DUE BEFORE CLASS UPLOADED TO GOOGLE DRIVE

Week 3: Wednesday, January 19th

Topic: space/place/identity

ASSIGNMENT: READING RESPONSE DUE BEFORE CLASS UPLOADED TO GOOGLE DRIVE

Week 4: Wednesday, January 26th

Topic: space/place/identity

ASSIGNMENT: READING RESPONSE DUE BEFORE CLASS UPLOADED TO GOOGLE DRIVE

Week 5: Wednesday, February 2nd

Topic: the body, embodiment

ASSIGNMENT: READING RESPONSE DUE BEFORE CLASS UPLOADED TO GOOGLE DRIVE

Week 6: Wednesday, February 9th

Topic: the body, embodiment

ASSIGNMENT: READING RESPONSE DUE BEFORE CLASS UPLOADED TO GOOGLE DRIVE

Week 7: Wednesday, February 16th

Topic: the body, embodiment

ASSIGNMENT: READING RESPONSE DUE BEFORE CLASS UPLOADED TO GOOGLE DRIVE

Week 8: Wednesday, February 23rd

Topic: the body, embodiment

ASSIGNMENT: READING RESPONSE DUE BEFORE CLASS UPLOADED TO GOOGLE DRIVE

Week 9: Wednesday, March 2nd

Topic: borders/boundaries/crossings

ASSIGNMENT: READING RESPONSE DUE BEFORE CLASS UPLOADED TO GOOGLE DRIVE

MARCH 5-13 SPRING BREAK

Week 10: Wednesday, March 16th

Topic: borders/boundaries/crossings

ASSIGNMENTS: READING RESPONSE DUE BEFORE CLASS UPLOADED TO GOOGLE DRIVE
Initial draft of final paper to me before class time via email

Week 11: Wednesday, March 23rd

Topic: borders/boundaries/crossings

ASSIGNMENT: READING RESPONSE DUE BEFORE CLASS UPLOADED TO GOOGLE DRIVE

Week 12: Wednesday, March 30th

Topic: borders/boundaries/crossings

ASSIGNMENT: READING RESPONSE DUE BEFORE CLASS UPLOADED TO GOOGLE DRIVE

Week 13: Wednesday, April 6th

Topic: justice/freedoms/futurities

ASSIGNMENT: READING RESPONSE DUE BEFORE CLASS UPLOADED TO GOOGLE DRIVE

Week 14: Wednesday, April 13th

Topic: justice/freedoms/futurities

ASSIGNMENT: READING RESPONSE DUE BEFORE CLASS UPLOADED TO GOOGLE DRIVE

Week 15: Wednesday, April 20th

Topic: justice/freedoms/futurities

ASSIGNMENT: READING RESPONSE DUE BEFORE CLASS UPLOADED TO GOOGLE DRIVE

FINAL PAPER (with all edits) DUE APRIL 27TH BY 3PM VIA EMAIL

GRADE POLICY AND BREAKDOWN

Assignment	Percentage of Grade
Reading Responses	30%
Reading Presentation	35%
Final Paper	35%

A	94 - 100
A -	90 - 93

B +	87 - 89
B	83 - 86
B -	80 - 82
C +	77 - 79
C	73 - 76
C -	70 - 72
D +	67 - 69
D	63 - 66
D -	60 - 62
F	59 and below

ATTENDANCE POLICY, CLASS EXPECTATIONS, AND MAKE-UP POLICY

ATTENDANCE

Please inform me advance if you anticipate an absence. Should you fall ill or experience something else that results in an absence, please use the Zoom link embedded at the top of the syllabus to attend class. If you can neither attend in-person or via Zoom, please communicate this to me. I am more than happy to meet with you outside of class time to discuss what you missed and support you in any way I can with regards to finishing the assignments etc.

MAKE-UP POLICY

You have one week to complete the assignment and submit it to me via email. After one week, each day results in 5% points off assignment.

CLASS EXPECTATIONS

- **No Blame:** We agree not to blame ourselves or others for the misinformation we have learned, but to accept responsibility for not repeating misinformation after we have learned otherwise.
- **Respect:** We agree to listen respectfully to each other without interruptions. Only one person speaks at a time.
- **Individual Experience:** We agree that no one should be required or expected to speak for their whole race or gender. We can't, even if we wanted to.
- **Trust:** We will trust that people are always doing the best they can. Everyone has come to the table to learn, grow, and share.
- **Share the Air:** Share responsibility for including all voices in the discussion. If you have a tendency to dominate discussions, take a step back and help the group invite others to speak. If you tend to stay quiet, challenge yourself to share ideas so others can learn from you.
- **Not Experts:** The facilitators are not experts. They are here to help facilitate the process.
- **Ask for help:** It's okay not to know. Keep in mind that we are all still learning and are bound to make mistakes when approaching a complex task or exploring new ideas. Be open to changing your mind, and make space for others to do so as well.

(excerpted from Iowa State University Libraries)

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 the Center undergraduate coordinator to make an appointment to discuss adding the major.

ACCOMMODATIONS

If you would prefer to be called by a different name and/or gender pronoun than what appears on the enrollment record, please let me know and I'll be happy to oblige.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their [Get Started page](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Contact the DRC for further information:

PHONE: 352.392.8565

FOOD INSECURITY AT UF

A person experiences food insecurity when they are unable to access healthy, nutritious food. Food insecurity encompasses both the quantity and nutritional quality of food. Food insecurity can be experienced for short periods of time but can also be experienced over an extended period. College students experience food insecurity in many ways - some examples include: hunger causing distraction while studying or in class, choosing to avoid exercise due to personally inadequate diet, choosing between buying textbooks and groceries while waiting on financial aid, or only being able to afford ramen.

The Alan and Cathy Hitchcock Field & Fork Food Pantry serves members of the UF community experiencing food insecurity. We are open to everyone in the UF community, regardless of income, class, race, gender, housing status, or ability. We do not ask for verification of need - we only ask that you bring your Gator 1 card.

Guests may shop up to two times per week either by placing an online order or by taking a pre-made to-go bag. We are currently limited to our COVID-19 operations due to staff shortages. We are working to achieve enough staff so that we may return to our normal operations.

Visit this website for more information: <https://pantry.fieldandfork.ufl.edu/about/>

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

TITLE IX AND GENDER EQUITY

Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality. The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. Please know that your instructor in this course is considered an Official with Authority who is required to report violations of the gender equity policy.

You can also find details of specialist support services at the end of the syllabus. You might not need them, but you might know someone who does.

RECORDING OF CLASS LECTURES

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social

media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, August 5th, 2021 Honor Code and Student Conduct Code.

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 (sccr.dso.ufl.edu/process/student-conduct-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.

CAMPUS RESOURCES

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 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.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450

Alachua County Victim Services & Rape Crisis Center 352-264-6760 Monday-Friday, 8:30AM-5PM, some services available 24/7

Peaceful Paths Domestic Abuse Network 352-377-8255 (24 hour helpline)

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. <https://career.ufl.edu/>

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. <https://cms.uflib.ufl.edu/ask>

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.

General study skills and tutoring. <https://teachingcenter.ufl.edu>