



FEMINISMS OF COLOR **Chc/Lat 158 – Spring 2019**

Tuesdays & Thursdays 9:30am-10:45am
Social Ecology 2, Room 1304

Instructor: Marie Nubia-Feliciano, PhD, menubia@uci.edu
Office Hours: Tuesdays 11:00-12:00, and by appointment

COURSE DESCRIPTION

This course is an exploration of the theoretical and practical frameworks of feminisms developed by women of color. It is designed to introduce and familiarize students with the feminist perspectives of Latina/Chicana, Black and African American, Asian and Pacific Islander, Native American, and Arab American women. We will explore the complex politics of race, class, ethnicity, gender, sexuality, and other categories of power in the lives of women of color in the United States. From memes to music videos, we will explore the issues informing our understanding of what does feminism look and sound like today.

REQUIRED TEXTS

The required book is listed below — additional articles and materials will be listed in the course schedule, and the online course portal.

- Rojas, M. (2009). *Women of color and feminism*. NY: Seal Press.
- Readings as assigned.

ELECTRONICS USE GUIDELINES

Using electronic or wireless devices in the classroom is a privilege, not a right. The use of these devices in the classroom is permitted on a student-by-student basis at the discretion of the instructor. Students are to refrain from using all electronic devices during class time. Students who have a need for these devices as specified by a letter from the Disability Services Center should present proper documentation to the instructor at the earliest opportunity. All other use will result in a loss of participation points and/or a drop in one full grade in the course. Devices are to be put on vibrate and/or placed in your school bag in order to reduce their disruption.

ETHICS OF OUR CLASSROOM COMMUNITY

Our time together as a class should be seen as a place to practice engaging with peers in an attempt to learn and grow. Together we will experiment with new concepts and language and seek feedback on our individual understanding of the readings. Engaging in productive dialogue is a learned and practiced skill. It is also a transferrable skill that will serve you well in the world of work. We have a space to have important conversations, and I ask that we use this time for respectful dialogue. I also ask that you bring what you learned to your world outside of our class in order to continue your intellectual growth and development.

WRITTEN ASSIGNMENT POLICIES

All written assignments must be original and created for the purposes of this course. All written assignments must be typed. Please follow APA guidelines. Here are links for free resources on the guidelines:

- **UCI Libraries:** <https://guides.lib.uci.edu/education/citation>
- **Purdue University Online Writing Lab:**
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Students are expected to submit their *best work* for each assignment. **Late papers are not accepted**, except in extenuating circumstances (e.g., serious injury, illness, or death in the family). Documentation may be required. See the “Attendance and Participation” section below for more details.

UCI STUDENT CODE OF CONDUCT

The UCI Student Conduct Code contains detailed information on policies relating to cheating, plagiarism, and academic integrity. Students should be sure to review these policies carefully. If you are unclear about these policies, please speak with your academic advisor. You can also find a link to the document here: https://aisc.uci.edu/policies/pacaos/uc_uci_policies.pdf.

COMMUNICATION POLICY

UCI Email is the official mode of communication for the university. Please be sure I have your primary email address registered and active. I will respond to individual inquiries within 48 hours, or as soon as possible. Depending on your question or request, I may wait to reply until I have gathered the necessary information to give you the most complete answer.

SOCIAL MEDIA POLICY

You are welcome and encouraged to continue our conversations outside of the classroom, including via social media platforms. There are many ways to use social media critically, and some we will discuss in class. A few points to keep in mind:

- Please do not video or photograph students (or me) without permission.
- If you begin using social media more critically, you may want to consider adding a disclaimer on your pages. One suggestion is the following: “My posts are mine alone, and do not represent the views or opinions of any employers or other affiliations.”
- Social media posts are often more public than we realize, so post conscientiously.

METHODS OF EVALUATION

Attendance & Participation	20 pts
Reflection Essay (Wk 3)	30 pts
Critical Media Analysis (Wk 5)	30 pts
Infographic (Wk 7)	30 pts
Group Project (Wk 10)	40 pts
Final Exam	50 pts
Total Points Possible	200 points

% GRADING SCALE:

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

ATTENDANCE & PARTICIPATION

Attendance provides a way for you to apply the information from your reading through interaction with your learning community in the classroom. It also serves as a baseline gauge of your commitment to the course. Attendance will be taken at all class sessions. You are allowed one absence with no penalty. But if you do not take the one “free” absence, you earn 5 points of extra credit. Class will begin on time, but it is fine if you are late. You are responsible for making sure you sign the attendance sheet, otherwise you will be marked as absent for the day. If you are unable to attend class due to an emergency, please let the instructor know via email prior to class. Also notify your group project partners. *Medical notes will be considered on a case by case basis.* **Attendance Grade Adjustment Scale:**

- 0 absences: 5 pts extra credit
- 1 absence: No penalty
- 2-4 absences: Minus 3 points for each hour
- 5 or more absences: Automatic **F** for the course

ASSIGNMENT DESCRIPTIONS

Assignment due dates will be adhered to with few exceptions. If you have a financial, medical, or emergency issue that prohibits you from completing any of the assignments, please let the instructor know as soon as possible.

- **Assignment 1: Reflection Essay (Week 3)**
Each student will write a short reflective essay on their relationship to feminism, and their personal understanding of feminisms of color. More information will be given in the assignment description. **DUE DATE:** Thursday 4/18.
- **Assignment 2: Critical Media Analysis (Week 5)**
Each student will write a short analysis of how journalists and bloggers from different media outlets write about feminism. You will select three articles from popular outlets or blogs, write a short, two-sentence summary of each article, and then develop a critical analysis comparing how each author writes about feminism. More details will be given in the assignment prompt. **DUE DATE:** Thursday 5/2.
- **Assignment 3: Infographic (Week 7)**
In lieu of a midterm, you will be creating an infographic that tells the story of a critical issue facing women of color from a feminist perspective. Infographics are used to quickly and simply convey important or complex information through visuals and minimal text. They are quickly shared online through social media, and typically differ from memes in that they are intended primarily informative pieces as opposed to entertainment. More information will be provided in the assignment description. **DUE DATE:** Thursday 5/16.
- **Assignment 4: Group Project (Week 10)**
During the quarter our class will be working in groups to complete a project meant to deepen your understanding of feminisms of color related to social movement organizing. As a group you will first choose an issue to research that affects women of color, and then identify the key stakeholders. More details will be given in the assignment description. **DUE DATE:** Thursday 6/6.