

## **FEMINISMS OF COLOR**

Tuesdays & Thursdays 9:30am-10:45am — HH226  
Nina M. Flores, PhD, Instructor — [nmflores@uci.edu](mailto:nmflores@uci.edu)  
Office Hours: Tuesdays 11:00-12:00, and by appointment

## **ABOUT THIS COURSE**

In this course we will explore feminisms of color through the lens of the reproductive justice movement. This class is designed to engage students in the study of and struggles related to feminisms of color, movement organizing, and social justice.

This course will be taught using critical and engaged pedagogies, in-class activities, and participation in critical dialogue groups. We will work toward building a community where the instructor and students are recognized for bringing knowledge to the class and commit to learning from each other. On the first day of class we will develop community guidelines for engaging in thoughtful, intellectual, critical dialogue. Students are expected to be thoroughly prepared and ready to engage during each class session by completing the readings, taking time to reflect on the material, and paying attention to current events related to the course.

## **REQUIRED TEXTS**

The required book is listed below — additional articles and materials are listed in the course schedule, and are available on CCLE.

Adichie, Chimamanda Ngozi. (2014). *We Should All Be Feminists*. Anchor Books.

Silliman, J., Fried, M. G. Ross, L. and Gutierrez, E. R. (2016). *Undivided Rights: Women of Color Organize for Reproductive Justice*. Haymarket Books.

Gumbs, A. P., Martens, C. and Williams, M. (2016). *Revolutionary Mothering: Love on the Front Lines*. PM Press.

## **TEACHING PHILOSOPHY AND OUR TIME TOGETHER**

Think of our time together as a weekly space for you to practice dialoguing with peers, a laboratory to experiment with new concepts and language, and a time to seek feedback on your particular understanding of the readings. Engaging in productive dialogue is a learned and practiced skill. I have created space for us to have unhurried conversations, and I ask that we use this time for respectful dialogue, so that we can leave the room buzzing with the energy of our ideas, questions, and critiques.

## **WRITTEN ASSIGNMENT POLICIES**

All written assignments must be original and created for the purposes of this course. All written assignments must be typed. Whenever references are used, they must be properly cited. Students are expected to submit their *highest quality, polished work* for each assignment. Doing so requires **planning in advance**, drafting, peer editing and revising, and thoroughly proofreading papers. Students should build extra time into the paper writing process to allow for peer review, self-revision, and editing. **Late papers are not accepted**, except in extenuating circumstances (e.g., serious injury, illness, or death in the family).

## **ACADEMIC INTEGRITY**

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 me or your academic advisor.

## **COMMUNICATION POLICY**

The best way to get in touch with me is by email. Likewise, I will be getting in touch with you via email. Please be sure I have your primary email address. I will respond to individual inquiries as soon as possible, but do not fret if it takes a few days to get back to you. 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 to continue our conversations via social media platforms. There are many ways to use social media critically, some that we will discuss in class. For instance, I participate in an annual #100DaysofJustice campaign. A few points to keep in mind:

- Please do not video or photograph students (or me) without permission.
- If, like me, you begin using social media more critically, you may want to consider adding a disclaimer on your pages. My disclaimer reads: "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.

### **COURSE ASSIGNMENTS**

Class Participation 15%

Reflection Essay (Week 3) 20%

Critical Media Analysis (Week 5) 20%

Infographic (Week 7) 15%

Group Project (Week 10) 30%

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. If you are unable to attend class due to an emergency, please let the instructor know via email prior to class.

#### **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. The essay should be maximum two pages (single spaced, 12 point font, 1 inch margins) and should include

**DUE DATE:** Week 3, Thursday 4/20.

#### **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. You will identify who is included or left out of their conception/definition of feminism, and what impression of feminism you believe readers may be left with after reading. The analysis should be a maximum of three pages (single spaced, 12 point font, 1 inch margins).

**DUE DATE:** Week 5, Thursday 5/4.

#### **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. Your infographic should be a single frame that may include components such as images, symbols, statistics, charts, graphs, quotes, or text. Try sharing your infographic on your social media accounts and let us know what response you receive! Your infographic will be graded based on:

1. Clear identification of the issue
2. Contains at least three specific points of information
3. Information cited when necessary (i.e. note the source for stats or quotes)
4. Clear design (i.e. easy to read, easy to view, logical flow of information, etc.).

**DUE DATE:** Week 7, Thursday 5/18.

#### **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. Next, you will interview organizations, informal groups, or individuals who are involved in organizing or advocating around this issue. For instance, you might interview representatives from a campus organization, a community nonprofit, or an informal group of individuals. During your interviews, you should inquire about their definition(s) of feminism, and whether feminism influences their organization or action agenda. You may also want to ask about the issue, their efforts and action agenda, and challenges they face when doing this work. If possible, attend a meeting and note your observations.

As a group, you will write an action assessment related to this issue and population (maximum six pages, single spaced, 12-point font, 1 inch margins). What resistance is currently occurring? Have any coalitions among groups formed? Who is still left out of the organizing? What tools are used to raise awareness? Do you see any gaps? How would you address them? The action assessment should also include your group's positionality (are you already involved, connected to the community, etc.), and any recommendations in relation to this positionality.

**DUE DATE:** Week 10, Thursday 6/8.

#### **COURSE SCHEDULE**

Note: Readings are listed in the course schedule for the week during which they will be discussed. Students should come to class prepared to discuss the readings.

#### **WEEK ONE – INTRODUCTION TO THE COURSE**

Adichie, N. A. (2014). *We Should All Be Feminists*. (Read all over this week and next).

hooks, b. (2010). "Engaged Pedagogy" in *Teaching critical thinking: Practical wisdom*. Routledge.

McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. <https://www.deanza.edu/faculty/lewisjulie/White%20Priviledge%20Unpacking%20the%20Invisible%20Knapsack-.pdf>

#### **WEEK TWO – FRAMING THE CONTEXT FOR STUDYING FEMINISMS OF COLOR**

*Revolutionary Mothering*: Preface

*Undivided Rights*: Preface(s) and Chapters 1-2: Women of Color and Their Struggle for Reproductive Justice; The Political Context for Women of Color Organizing

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford law review*, 1241-1299.

Yosso\*, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, 8(1), 69-91.

#### **WEEK THREE – REPRODUCTIVE JUSTICE I**

*Undivided Rights* Chapters 3-5: African American Women Seed a Movement; Founding the National Black Women's Health Project: A New Concept in Health; African American Women Evolving.

#### **WEEK FOUR – REPRODUCTIVE JUSTICE II**

*Undivided Rights* Chapters 6-8: Native American Women Resist Genocide and Organize for Reproductive Rights; The Mother's Milk Project; Native American Women's Health Education Resource Center

**WEEK FIVE — REPRODUCTIVE JUSTICE III**

*Undivided Rights* Chapters 9-11: Organizing by Asian and Pacific Islander Women: Immigration Racism, and Activism; Asian and Pacific Islanders for Reproductive Health; The National Asian Women's Health Organization

**WEEK SIX — REPRODUCTIVE JUSTICE IV**

*Undivided Rights* Chapters 12-14: "We Will No Longer be Silent or Invisible": Latinas Organizing for Reproductive Justice; The National Latina Health Organization; The Colorado Organization for Latina Opportunity and Reproductive Rights

**WEEK SEVEN — REVOLUTIONARY MOTHERING PART I**

Reading Groups: Choose five entries

Pardo, M. (1990). Mexican American Women Grassroots Community Activists: "Mothers of East Los Angeles." *Frontiers: A Journal of Women Studies*, 11(1), 1-7.

**WEEK EIGHT — REVOLUTIONARY MOTHERING PART II**

Reading Groups: Choose five entries

**WEEK NINE — REVOLUTIONARY MOTHERING PART III**

Reading Groups: Choose five entries

**WEEK TEN — SHARING ACTION ASSESSMENTS: NEXT STEPS?**

*Undivided Rights* Chapter 15: Too Much to Deny

SYLLABUS CHANGES

The instructor reserves the right to alter this syllabus if situations arise that necessitate doing so.