
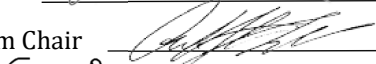

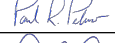

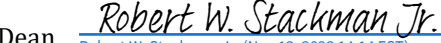
 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	<b>Department</b> Women, Gender, and Sexuality Studies  <b>College</b> Arts and Letters		
<b>Current Course Prefix and Number</b> WST 6405		<b>Current Course Title</b> Women of Color in the US	
Syllabus must be attached for <b>ANY</b> changes to current course details. See <a href="#">Template</a> . Please consult and list departments that may be affected by the changes; attach documentation.			
<b>Change title to:</b> Intersectional Feminist Politics in the US  <b>Change prefix</b> From: _____ To: _____ <b>Change course number</b> From: _____ To: _____ <b>Change credits*</b> From: _____ To: _____ <b>Change grading</b> From: _____ To: _____ <b>Academic Service Learning (ASL) **</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>		<b>Change description to:</b>  <b>Change prerequisites/minimum grades to:</b>  <b>Change corequisites to:</b>  <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Term/Year for Changes:</b> Fall 2024		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Nicole Morse, morsen@fau.edu, 7-3083			
<b>Approved by</b> Department Chair  College Curriculum Chair  College Dean  UGPC Chair  UGC Chair  Graduate College Dean  UFS President _____ Provost _____		<b>Date</b> 10/4/23 10-16-23 10-16-23 11/13/2023 11/13/2023 11/13/2023 _____ _____	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.

**WST 6405-3 Credit Hours**  
**Intersectional Feminist Politics in the U.S.**  
**Fall 2024**

Prof. Luisa Turbino Torres  
Office hours: T, 12:30-2:30 & by appointment  
Email: lturbinotorres@fau.edu

**Course Description:**

This course will examine how issues of gender, race, ethnicity, and class shape the particular experiences of women of color in the United States, such as Native American, African American, Latina American and Asian American women. Specifically, it will analyze how historical and social constructions of gender, race, class, and ethnicity, and the intersections of these forms of oppression shape the lives of these women. Class participants will examine and discuss key theoretical debates and empirical studies in current feminist scholarship on Native American, African American, Latina/Chicana, Asian American and Muslim American and Arab American Women. They will identify and critically evaluate points of common experience and divergence in the backgrounds and contemporary lives of women of color, as well as discuss some of the distinctive ways in which these women respond individually or collectively to their life experiences.

The course will be interdisciplinary in focus and will combine advanced readings and analysis of original and scholarly texts by and on women of color in the US. The first few weeks of the course will focus on conceptual, theoretical, methodological, and historical frameworks in analyzing factors shaping the experiences of women of color. We will then go on to examine the application of these tools of analyses to selected topics. Class participants should be prepared to cover at least one book a week.

**Course Format:**

Since this may well be a medium to large size graduate class, we will take advantage of the flexibility this affords by making use of a variety of alternative instructional formats. Course material will be presented in a seminar/discussion format and well as use some films as text. Each class participant will be given the opportunity to lead one discussion session and participate in individual readings starting with a short opening discussion on the selected readings for that class day. The class will conclude with reports on final papers. This final presentation will be graded as a component of individual participation. It is my hope that the course will attract a diversity of students from various disciplinary and professional backgrounds. We will all be enriched about the subject by bringing different perspectives, skills, and experiences to the course.

**Course Objectives:**

Students who complete this course will be able to understand the following:

1. Who has been excluded from what is known and how might we see the world differently if we were to acknowledge and value the experiences and thoughts of those who have been excluded. (Patricia Hill Collins)
2. Theoretical and methodological frameworks that explore/explain how much of what we know about the dominant culture and marginalized groups in our society is incomplete and distorted and that this affects the kinds of assumptions we develop about these groups.
3. How historical and social constructions of gender, race, ethnicity, class, sexualities, age, etc. and the intersection of these forms of oppression shape the lives of women of color.
4. Identify and critically evaluate points of common experience and divergence in the lives of women of color.

5. Identify distinctive ways in which women of color have responded individually or collectively to their life experiences.

### **Required Readings:**

Evelyn Nakanno Glen, *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor*, Harvard University Press, 2002.

Maxine Hong Kingston, *The Woman Warrior*, Vintage Books, 1989

Loretta Ross, Rickie Solinger, *Reproductive Justice: An Introduction*, University of California Press, 2017

Benita Roth, *Separate Roads to Feminism, Black, Chicana, and White Feminist Movements in America's Second Wave*, Cambridge University Press, 2004.

Roberta Villalon, *Violence against Latina Immigrants: Citizenship, Inequality, and Community*, New York University Press, 2010

### **Readings on Canvas**

Additional readings will be posted on Canvas

### **Course Requirements, Grading and Evaluation:**

The following are the requirements for the course. Most important are the standard expectations: attending all classes, doing all readings before class, being prepared for class and for facilitating discussions when assigned to do so, participating actively in class discussions, and taking responsibility for getting your work done on time. Class participation and organizing discussion sessions will be graded.

### **Organizing Class Discussion:**

All class participants will be responsible for facilitating discussion on the assigned readings for at least one class session. If the class is large enough, each person will be paired to form a group. Whoever is responsible for a particular class should plan ahead and prepare an issue based set of questions on the theme from which class discussions will be partially based. I will be available to discuss/help/think through an assigned topic area during my office hours or by appointment or even by e-mail. All planned discussions should be discussed with me before the class.

Facilitating class discussions will involve a critical summary of the readings, addressing key issues and questions raised, evaluating the strengths and weaknesses of arguments made and drawing attention to questions which remain unresolved and need further discussion among class participants. It is essential that those persons leading a discussion should be able to engage the rest of the class in the discussion for that class. Each group leading a discussion will be assigned a team grade for their effort. **This assignment constitutes 20 % of your final grade.**

### **Response Essays:**

To ensure that everyone is prepared for an informed weekly discussion of the readings, all class participants are required to write **4** reflective essays of 4-5 pages that clearly articulate the main ideas and arguments of the author/s and to analyze a particular issue of interest and central to the readings. The first response paper should be written on Maxine Hong Kingston's *The Woman Warrior*, the second response paper on any of the topics from weeks 3 through 6, and the third and fourth response papers can be written on any listed topic

from weeks 7 through 15. Writing on a listed topic requires covering all assigned readings under that topic with the exception of readings for weeks 14 and 15 which should be combined as one topic.

In general, these response papers will be graded on how well the weekly readings are understood and analyzed. Papers will be graded for clarity of expression, content, organization, creativity, and extent of analysis. It is assumed that correct spelling and proper formal grammar will be applied to all written assignments. During each class session, one or two of the essays will be used as a basis for the weekly discussion of the readings. **All essays should be submitted on the day of the class for which it is written. This assignment constitutes 30% of your final grade.**

### **Class Participation:**

The following are the requirements for individual class participation. First there are the standard expectations, attending all classes, doing all the readings before class, be prepared to actively participate in class discussions, and taking responsibility for getting your work done on time. **This assignment constitutes 10% of your final grade.**

### **Final Papers:**

All class participants are required to write a research paper of 15-20 double-spaced pages (M.A. students) and 20-25 double-spaced pages (Ph.D. students) including bibliography. This project will require substantial independent research. **Submission of final papers is due on 4/25. This paper constitutes 40% of your final grade**

Think of this paper as something you would want to submit to a professional journal for publication. The topic of this paper should be discussed with me and should be submitted in the form of a detailed outline with a few pertinent references.

### **Your paper needs to include the following:**

- An introduction to your subject, including a section on the objectives and underlying thesis of the paper
- A conceptual framework based on a review of the relevant literature, and contextualized within women's studies scholarship and /or a gender analysis framework informed by class readings, but not limited to these
- An outline of your argument/s (thesis) and source of evidence to support these arguments
- A discussion of your findings and conclusion

**A detailed proposal and outline of your intended topic (about 3 pages) should be submitted by 2/14.** It should also include five or six references that you think will be useful. Here are the guidelines for preparing this mini-paper proposal:

### **Proposal Guidelines**

1. Describe your research and explain why it is important and significant
2. What is the underlying thesis that propels your research on this topic? How does it fit in with existing literature and debates on the subject?
3. What type of evidence will you use to support your arguments? How appropriate is this evidence?

### **Grading & Evaluation**

Grades are assigned in accordance with the following scale:

90 - 100% = A	86 - 89% = B+	76 - 79% = C+	66 - 69% = D+	below 60% = F
	83 - 85% = B	73 - 75% = C	63 - 65% = D	
	80 - 82% = B-	70 - 72% = C-	60 - 62% = D-	

## Classroom Etiquette Policy

Class discussions of political issues can often stimulate strong feelings and heated debate. I ask all of you to respect the opinions of your fellow students, even if you do not agree with them. In simple terms, that means not interrupting other students while they are speaking and not verbally attacking them for their beliefs. While I believe that it is essential to connect theory to current events, I will cut short debates of current events that do not enhance the understanding of course concepts. I expect you to offer substantive comments and questions when appropriate in class. I also expect you not to dominate a discussion, but to allow free discussion and exchange of ideas.

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the [FAU statement on netiquette](#).

## Attendance Policy

*Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.*

## Counseling and Psychological Services (CAPS) Center

*Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provide FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

## Disability Policy

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).*

## Code of Academic Integrity

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*

### Class Schedule:

#### Week 1

Wed. 1/10

Introduction, Overview and Outline of Course Objectives.  
Assignment of Discussion Facilitators

<https://www.youtube.com/watch?v=82vI34mi4lw>

Loretta Ross: "The Origin of the Phrase "Women of Color"

"A Place of Rage" (52 Mins)

[http://www.nytimes.com/2015/08/07/magazine/female-visibility-matters.html?\\_r=0](http://www.nytimes.com/2015/08/07/magazine/female-visibility-matters.html?_r=0)  
(NY Times article "Female Visibility Matters")

"Loretta Ross: Closing Keynote" (36.13 mins.)

#### Week 2

Wed. 1/17

Women's Stories (Response Paper 1)

Reading:

Maxine Hong Kingston, *The Woman Warrior*, Vintage Books, 1989

Film and Discussion: "The Stories of Maxine Hong Kingston"  
(VH 1821-20 Mins.)

#### Week 3

Wed. 1/24

Researching Race: Methodological Dilemmas (Response Paper 2)

Readings:

Nina Held, "Researching 'Race' in Lesbian Space: A Critical Reflection," *Journal of Lesbian Studies*, vol. 13, no.2, 2009, pp. 204-215 (**Canvas**)

Naheed Islam, "Research as an Act of Betrayal: Researching Race in an Asian Community in Los Angeles," in France Winddance Twine and Jonathan W. Warren, (eds.), *Racing Research, Researching Race: Methodological Dilemmas in Critical Race Studies*, New York University Press, 2000, pp. 35-66 (**Canvas**)

Kylan Mattias de Vries, "Transgender People of Color at the Center: Conceptualizing a New Intersectional Model," *Ethnicities*, vol. 15, no.1, 2015, pp. 3-27 (**Canvas**)

Amy Shulman, "Reticence and Recuperation: Addressing Discursive Responsibility in Feminist Ethnicity Research," *Journal of American Ethnic History*, vol. 26, no.4, 2007, pp. 81-87 **(Canvas)**

**Film: What Does it Mean to be White?: The Invisible Whiteness of Being" (HT 1523 P 7723 2004-50 Mins.)**

#### **Week 4**

**Wed. 1/31**

#### **Historical Contexts (Response Paper 2)**

##### **Readings:**

Benita Roth, *Separate Roads to Feminism, Black, Chicana, and White Feminist Movements in America's Second Wave*, Cambridge University Press, 2004.

#### **Week 5**

**Wed. 2/7**

#### **Theorizing Women of Color (Response Paper 2)**

##### **Readings:**

Nikol Alexander Floyd, "Disappearing Acts: Reclaiming Intersectionality in the Social Sciences in a Post-Black Feminist Era", *Feminist Formations*, vol. 24, no. 1, 2012, pp. 1-25 **(Canvas)**

Renya Ramirez, "Race, Tribal Nation and Gender: A Native Feminist Approach to Belonging", *Meridians: Feminism, Race, and Transnationalism*, vol. 7, no. 2, 2007, pp. 22-40 **(Canvas)**

Shireen M. Roshanravan, "Passing-as-if: Model Minority Subjectivity and Women of Color Identification", *Meridians: Feminism, Race, and Transnationalism*, vol. 10, no. 1, 2010, pp. 1-31 **(Canvas)**

Ruth Trinidad Galvan, "Chicana/Latin American Feminist Epistemologies of the Global South (within and outside the North): Decolonizing El Conocimiento and Creating Global Alliances," *Journal of Latino/Latin American Studies*, vol. 16, no.2, 2014, pp. 135-140 **(Canvas)**

#### **Week 6**

**Wed. 2/14**

#### **Intersectionalities of Race, Gender, and Citizenship (Response Paper 2)**

##### **Readings:**

Evelyn Nakanno Glen, *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor*, Harvard University Press, 2002, chpts. 1, 4, 5, 6, 7

**Film: "Slaying the Dragon" (PN 1995.9.A785533 2011-60 Mins.)**

#### **Week 7**

**Wed. 2/21**

#### **Immigration, Citizenship and Gendered Violence**

##### **Reading:**

Roberta Villalon, *Violence against Latina Immigrants: Citizenship, Inequality, and Community*, New York University Press, 2010

**Film: “Maid in America”** (2009-58 Mins.-HD 6072.2.U52M35 2009)

**Week 8**  
**Wed. 2/28**

**Reproductive Justice**  
**Reading:**

Loretta Ross, Rickie Solinger, *Reproductive Justice: An Introduction*, University of California Press, 2017

**Week 9**  
**Wed. 3/7**

**Spring Break**

**Week 10**  
**Wed. 3/14**

**Black Lives Matter**  
**Readings:**

Cathy J. Cohen, Sara J. Jackson, “Ask a Feminist: A Conversation with Cathy J. Cohen on Black Lives Matter: Feminism and Contemporary Activism,” *Signs*, vol. 41, no.4, 2016, pp. 775-792 **(Canvas)**

Kia, M. Q. Hall, “A Transnational Black Feminist Framework: Rooting in Feminist Scholarship, Framing Contemporary Black Activism,” *Meridians*, 15, no.1, 2016, pp. 86-104 **(Canvas)**

Elan Hope, Mecere Keels, and Myles Durkee, “Participating in Black Lives Matter and Deferred Action for Childhood Arrivals: Modern Activism among Black and Latino,” *Journal of Diversity in Higher Education*, vol. 9, no.3, 2016, pp. 203-215 **(Canvas)**

Xheras Mendez, “Which Black Lives Matter? Gender, State Sanctioned Violence, and ‘My Brother’s Keeper’,” *Radical History Review*, no. 126, 2016, pp. 96-105 **(Canvas)**

**Week 11**  
**Wed. 3/21**

**Sexualities**  
**Readings:**

Andreana Clay, “Like an Old Soul Record: Black Feminism, Queer Sexuality, and the Hip Hop Generation,” *Meridians*, vol. 8, no. 1, pp. 53-73 **(Canvas)**

Ariane Cruz, “Playing with the Politics of Perversion: Policing BDSM, Pornography, and Black Female Sexuality,” *Souls*, vol. 18, nos. 2-4, 2016, pp. 379-407 **(Canvas)**

Emily S. Mann, “Latina Girls, Sexual Agency, and the Contradictions of Neoliberalism,” *Sexuality Research and Social Policy*, vol. 13, no. 4, 2016, pp. 330-340 **(Canvas)**

Narui Mitsu, “Understanding Asian/American Gay, Lesbian, and Bisexual Experiences from a Post-Structural Perspective,” *Journal of Homosexuality*, vol. 58, no.9, 2011, pp. 1211-1234 **(Canvas)**



Film: "Brincando El Charco" (VH 3318-58 Mins.)

Week 12  
Wed. 3/28

Film and Discussion: "For Colored Girls Who have Considered Suicide"

Week 13  
Wed. 4/4

Environmental Justice

Readings:

Susan A. Mann, "Pioneers of U.S Ecofeminism and Environmental Justice," *Feminist Formations*, vol. 23, no.2, 2011, pp. 1-25 (Canvas)

Diane-Michele Prindeville and John G. Bretting, "Indigenous Women Activists and Political Participation: The Case of Environmental Justice," *Women and Politics*, vol. 19, no.1, 2008, pp. 39-58 (Canvas)

Shirley A. Rainey, Glenn S. Johnson, "Grassroots Activism: An Exploration of Women of Color's Role in the Environmental Justice Movement," *Race, Gender, and Class*, vol. 16, nos. 3-4, 2009 (Canvas)

Amanda Shaw, "Gendered Representations in Hawaii's Anti-GMO Activism," *Feminist Review*, vol. 114, no. 1, 2016, pp. 48-71 (Canvas)

Week 14  
Wed. 4/11

Muslim and Arab American Women

Readings:

Fatima Abdrabboh, "Muslim Women's Rights in the United States," *Journal of Gender, Race, and Justice*, vol. 18, no.2, 2016, pp. 425-436 (Canvas)

Jen'nan Ghazel Read, Sharon Oselin, "Gender and the Education-Employment Paradox in Ethnic and Religious Contexts: The Case of Arab Americans," *American Sociological Review*, vol. 73, no.2, 2008, pp. 296-313 (Canvas)

Anaya McMurray, "Hotep and Hip Hop: Can Black Muslim Women be Down with Hip Hop?" *Meridians*, vol. 8, no.1, 2008, pp. 74-92 (Canvas)

Ashraf Zahedi, "Muslim American Women in the Post-11 September Era," *International Feminist Journal of Politics*, vol. 13, no.2, 2011, pp. 183-203 (Canvas)

Week 15  
Wed. 4/18

Popular Culture

Readings:

Isabel Molina Guzman and Angharad N. Valdiva, "Brain, Brow and Booty: Latina Iconicity in U.S. Popular Culture", *The Communication Review*, 7, 2004, pp. 205-221 (Canvas)

Tamila L. Carey, "Take Your Place: Rhetorical Healing and Black Womanhood in Tyler Perry's Films, *Signs*, vol. 39, no. 4, 2014, pp. 999-1021 (**Canvas**)

Aisha Durham, Brittany C. Cooper and Susana M. Morris, "The Stage Hip-Hop Feminism Built: A New Directions Essay", *Signs*, vol. 38, no. 3, 2013, pp. 721-737 (**Canvas**)

Hyun Joo Lee, "Imagining Beyond the Here and Now in Margaret Cho's I'm the One that I Want," *Criticism*, vol. 55, no.3, 2013, pp. 423-446 (**Canvas**)

**Wed. 4/25**

**Final Presentations**

**10-Minute Power Point Presentation and 5-minutes Q&A per class participant**

**Final Papers Due Today**