

PHIL 789R/WGS 730 Feminisms of Color: Context, History, Politics

Mondays 2-5PM @ Bowden 216

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Office: Bowden 110
Office Hours: Wednesdays 1-2 & by appointment

Course Description: In this course we will conduct an introduction to and a survey of feminisms of color, paying special attention to the issues of context, history, and politics and how feminist ideas circulate around the globe. Some philosophical guiding threads that we will consider are: Black feminisms, intersectionality and its global reach, coloniality of gender, “third world” feminisms, culture and cultural practices in U.S. and non-U.S. contexts, racialization of trans identities, and decolonial feminisms.

Texts: The books below are *not* at the University Bookstore, and you are welcome to obtain them in any way that works for you. Please consider purchasing them from Atlanta’s Independent Feminist Bookstore *Charis Books and More* (their website accepts online orders too, and if the book is not in stock, it usually arrives in 3-5 business days; see www.charisbooksandmore.com). If you have any financial difficulties in obtaining these books, please email me and I will have the relevant selections of the books scanned or lend you spare copies. Additional essays will be made available on Canvas.

- Alexander, M. Jacqui. *Pedagogies of Crossing: Meditations on Feminism, Sexual Politics, Memory, and the Sacred*
- Anzaldúa, Gloria. *Borderlands/La Frontera: The New Mestiza*
- Davis, Angela. *Women, Race, and Class*
- hooks, bell. *Feminist Theory: From Margin to Center*
- *Intersectionality*. By Patricia Hill Collins and Sirma Bilge
- Khader, Serene. *Decolonizing Universalism: A Transnational Feminist Ethic*
- Lorde, Audre. *Sister, Outsider: Essays and Speeches*
- Lugones, María, *Pilgrimages/Peregrinajes: Theorizing Coalition against Multiple Oppressions*
- Mahmood, Saba. *Politics of Piety: The Islamic Revival and the Feminist Subject*
- Mohanty, Chandra Talpade. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*
- Narayan, Uma. *Dislocating Cultures: Identities, Traditions, and Third World Feminism*
- Oyèwùmí, Oyèrónké, *The Invention of Women: Making an African Sense of Western Gender Discourses*
- Snorton, Riley. *Black on Both Sides: A Racial History of Trans Identity*
- Taylor, Keeanga-Yamahtta. Ed. *How We Get Free: Black Feminism and the Combabee River Collective*

Format: This is a graduate seminar. Each class meeting will be conducted as a discussion, facilitated by the instructor based on participants' weekly write ups, and by the presenter(s) on the assigned reading(s).

Course Requirements:

1. Preparation for, **attendance** at, and **thoughtful participation** in all class meetings. Let us work together to make this a feminist classroom: a supportive, productive, and safe space for exploring ideas together. I might not always be aware of some classroom dynamics—though I will be vigilant—so please come talk to me directly if you are feeling a certain way about the space.

In addition to the assigned passages, you must also come to class having read that week's presentations (to be sent to all by noon on Sunday). It is very important that each participant makes at least one contribution each week (via a question, comment, follow-up). Contributions that encourage thoughtful participation of others and that are of interest to all or most are the most valuable ones. Those contributions that only further one's own thinking and that are of no or little interest to others are the least valuable ones; I suggest that you take up the latter with the professor during office hours or scheduled meetings.. Acknowledge the size of the class and the diverse interests and backgrounds that each person brings to this seminar.

BUY IN: If you are the shy type and/or your social identity belongs to a group underrepresented both in the discipline of Philosophy and in powerful positions in our society more generally,¹ note that speaking in class is not the only way to participate; however, try to challenge yourself gradually to speak in class. Additionally, you can respond to someone else's question or comment, ask a question yourself, ask for repetition or further clarification, visit the professor during office hours to discuss course materials, etc. Do not hesitate to come talk to the professor to develop better participation skills and strategies.

STEP BACK: If you are the not-so-shy type and/or your social identity belongs to a group overrepresented both in the discipline of Philosophy and in powerful positions in our society more generally, note that speaking in class should mean engaging your classmates and the topics in friendly and welcoming manner; try not to turn it into a two-way conversation between you and the professor. You can disagree with someone but you need to be thoughtful; you can also try to refer to someone else's question or comment in your contribution by explicitly naming them first, to generate further discussion, and to hear voices other than your own. You are welcome to continue the conversation with the professor outside the classroom. Please also refer to Department of Philosophy Discursive Norms for Graduate Seminars on Graduate Student Handbook here: <http://philosophy.emory.edu/home/graduate/handbook.html>
20% of your Final Grade.

2. Weekly Response Papers: Each week, students will write a brief response paper (between 300-400 words) on any or all of the assigned readings for the week. These need to be submitted on

¹ As per American Philosophical Association (APA) Demographic Statistics: http://c.ymcdn.com/sites/www.apaonline.org/resource/resmgr/data_on_profession/Member_Demo_Chart_FY2016_rev.pdf

Canvas>Weekly Response Papers NO LATER than **noon on the Sunday before seminar meets**. These are meant to help you to unpack the readings on your own, to articulate discussion questions beforehand, and to develop regular writing habits, so they should be aimed at clear, thoughtful, and careful unpacking and questioning, and should not reproduce jargon. I will use these to generate a preliminary discussion at the beginning of each meeting. You are required to turn in **8 (eight) of these papers throughout the term**. 20% of your Final Grade

3. A Seminar Presentation includes two parts: A brief write-up (no more than 1000-1500 words) to be shared with the entire class prior to our meeting and facilitation of seminar discussion. The write-up will go slightly beyond exegesis and offer a set of questions to be taken up during seminar. These questions can point us to a number of key passages for in-class close reading as well as discussion, and in the end should clarify your approach to the text. Think of the write-up as having three main parts: 1. Method/Approach: How are you approaching this text? What are your methodological commitments? Can you briefly clarify the stakes of your points? 2. Goals: What are you hoping to accomplish, both for yourself and for our class, during and/or by the end of your presentation? 3. Questions: What are some questions that we can ask of this text, given our discussions/other texts/interests, etc.

You are welcome to bring in sources that may not be in the Syllabus; however, if you choose to do so, be sure to give sufficient background on the stakes, caveats, and framework of the outside source for those who may not be familiar with it—it is best if you alert us ahead of time so that we can all have a chance to read any additional materials before class.

During your oral presentation, you will not read the written version (because other seminar participants will have read it) but will expand upon it by means of questions and comments of your own and of seminar participants for about 45-60 minutes total: you will start by a 8-10 minute initial presentation and the rest of it will be discussion facilitation. Depending on class size, we may have to double-up for some of the weeks, in which case presenters should coordinate among themselves not to cover the same topics or passages.

You should email your presentation write-up to the entire class (including the professor) NO LATER than by NOON on the Sunday before seminar meets. You are strongly encouraged to meet with me and/or send me a rough draft or email for feedback and comments prior to that Sunday as well. Presentations are required for all those enrolled in class. 20% of your Final Grade.

4. A Final Paper: Two options: Option 1: A conference-length (up to 3500-words) final paper is due online at Canvas>Final Paper by **11:59pm on Tuesday, May 14th**. The final paper may build on your weekly papers and/or your presentation, and must utilize secondary sources. A brief outline and projected bibliography should be submitted on Canvas>Final Paper Outline and Bibliography by **11:59pm on Tuesday, May 7th**

Option 2: Make me an Offer: Propose a work that can be a chapter draft in your Honor's Thesis, dissertation, a draft of your dissertation prospectus, a comprehensive exam or portfolio paper draft, artistic project, publication draft, alt-academic assignment, etc. that utilizes texts and concepts from class. You can talk to me about it any time throughout the semester, preferably before April 15.

Required for those enrolled in class (excluding auditors). 40% of your Final grade.

Different Abilities are welcome and will be accommodated in this class. I recognize that there are *multiple* ways to learn and that this *multiplicity* should be acknowledged in the design and structure of university courses and the evaluation of their participants. If you anticipate needing any type of accommodation in this course or have questions about access to any aspect of the course, please contact and register with OAS (formerly ODS) at <http://accessibility.emory.edu/> and touch base with me as well. I also encourage students in this course to discuss their learning styles and comprehension requirements with me during my office hours or, if necessary, at another arranged time.

READING SCHEDULE – Under Construction

Reading schedule may change depending on the pace of the seminar and suggestions of participants; please check your email and Canvas for most up-to-date schedule.

January 14:

Introductions and Finalizing Syllabus {No reading}

Pitfalls of White/Western Feminisms: Background Discussion

January 28

Beauvoir, Introduction to *The Second Sex* (excerpt on Canvas) **{Presentation 1 by Sam}**

Davis, “Racism in the Woman Suffrage Movement” and “Racism, Birth Control, and Reproductive Rights” (in *Women, Race, and Class*)

Lorde, “The Master’s Tools Will Never Dismantle the Master’s House” (in *Sister, Outsider*)

Lugones, “Heterosexualism and the Colonial/Modern Gender System” (essay on Canvas)

Black Feminism and Intersectionality

Feb 4

hooks, “Feminism: A Movement to End Sexist Oppression”(in *Feminist Theory*) **{Presentation 2 by Ra’Niqua}**

“Combahee River Collective Statement” (in *How We Get Free*)

Lorde, “Age, Race, Class, and Sex” (in *Sister, Outsider*)

Davis, “Communist Women (in *Women, Race, and Class*)

Crenshaw, “Mapping the Margins, Intersectionality, Identity Politics, and Violence against Women of Color” (essay on Canvas)

Intersectionality cont’d

Feb 11

May, “Speaking into the Void? Intersectionality Critiques and Epistemic Backlash” (essay on Canvas) **{Presentation 3 by Shouta}**

Dotson, “On the way to Decolonization in a Settler Colony: Re-Introducing Black Feminist Identity Politics” (essay on Canvas) **{Presentation 4 by Bradford}**

Collins and Bilge, *Intersectionality* (selections)

hooks, “Sisterhood” (in *Feminist Theory*)

Feb 18

Snorton and Haritaworn, “Transsexual Necropolitics” (essay on Canvas) **{Presentation 5 by Rylie}**
Snorton, selections from *Black on Both Sides*

Decolonial Feminisms

February 25

Anzaldúa, selections from *Borderlands/La Frontera* **{Presentation 6 by Daniel}**
Lugones, “Playfulness, ‘World’ Travelling, and Loving Perception” (in *Pilgrimages/Peregrinajes*)
{Presentation 7 by Andrea}
Lugones, “Trespassing” (in *Pilgrimages/Peregrinajes*)

March 4

Oyewumi, Chapter 1 and 4 from *The Invention of Women* **{Presentation 8 by Bess}**
Lugones, “On the Logic of Pluralist Feminism (in *Pilgrimages/Peregrinajes*)

-----Spring Break-----

March 18

Alexander, Chapter 1 from *Pedagogies of Crossing* **{Presentation 9 by Brenton}**
Alexander, Chapter 7 from *Pedagogies of Crossing* **{Presentation 10 by Marcelitte}**

“Third World” Feminisms

March 25

Sandoval, “US Third World Feminism” (essay on Canvas) **{Presentation 11 by Molly}**
Narayan, “Contesting Cultures” (in *Dislocating Cultures*) **{Presentation 12 by Morgan}**
Mohanty, “Under Western Eyes” and “Cartographies of Struggle” (in *Feminism without Borders*)

April 1

Mahmood, selections from *Politik of Piety* **{Presentation 13 by Lindsey}**
Khader, selections from *Decolonizing Universalism* **{Presentation 14 by Jason}**
Abu-Lughod, “Do Muslim Women Need Saving?” (essay on Canvas)

Theories of Body and Embodiment Reconsidered

April 8

Alexander, “Not Just (Any) Body Can Be a Citizen” **{Presentation 15 by Suzanne}**
Spillers, “Mama’s Baby, Papa’s Maybe: An American Grammar Book” (essay on Canvas)+
Da Silva, “Hacking the Subject,” **{Presentation 16 on both texts by Amanda}**

April 15

Hedva, Sick Woman Theory **{Presentation 17 by Rachel}**
Bassichis, Lee, Spade, “Building an Abolitionist Trans and Queer Movement with Everything We’ve got” + Critical Resistance Incite! Statement **{Presentation 18 by Sitar}**

April 22 – Wrap Up and Final Paper Discussion

Additional Texts for Consideration and Background (Crowdsourced and in progress):

Alcoff, selections from *Visible Identities* and/or other essays
Asian American Feminisms and Women of Color Politics, Eds. Fujiwara and Roshanravan
Bettcher, “Can the Tables Speak?” and/or other essays
Carby, “White Woman, Listen!”
Fernandez, *Transnational Feminism in the US*
Gumbs, Alexis Pauline, *Spill: Scenes of Black Feminist Fugitivity*
Hartman, “Venus in two acts” and/or Selections from *Scenes of Subjection*
Jiang, “The Dilemma faced by Chinese Feminists”
Klein, “Buddhists, Feminists, and the Art of the Self”
Lugones, “Toward a Decolonial Feminism”
Mahmood, “Can Secularism be Otherwise?”
Muñoz, selections from *Disidentification*
Nash, *Black Feminism Reimagined*
On Womanism (Walker and/or PHC?)
Pérez, selections from *Decolonial Imaginary* and/or essays
Puar, selections from *Terrorist Assemblages* and/or “Homonationalism as Assemblage”
Roshanravan, “Studying Abroad While Staying Home”
Serano, selections from *Whipping Girl*
Simpson, “We are not Red Indians”
Simpson, *Mohawk Interruptus*
Smith, “Heteropatriarchy and Three Pillars of White Supremacy”
Spelman and Lugones, “Have we got a theory for you!”
Spelman, “The Ampersand Problem”
Spivak, “Can the Subaltern Speak?”
Tuck and Yang, “Decolonization is not a metaphor”