
WOMENSST 394H
#38101
Fall. 2013

Critical Race Feminism
Tue & Thu: 1:00 – 2:15 pm
Bartlett 131

Professor Alex Deschamps

Office & Hours: Bartlett 7B » Tuesdays 2:30 – 4:00 pm & by appointment
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“There is no Women’s Movement, capital W, capital M. There are women’s movements, plural. And they are alive in communities of color”, Helen Zia.



Course Description

This course will explore the intersection of race and gender and other components of social identity from an interdisciplinary perspective. It will address and respond to the unique challenges of the inter and intra relationships of women of color with feminism, locally and globally. One of the tasks will be to (re)-visit, (re)-vision, (re)-counter existing theories and bodies of knowledge, as well as analyze how historical and contemporary realities of women of color are profoundly influenced by a legacy of structural inequalities that is neither linear nor logical. The approach to this course will be to pay particular attention to critical analysis and intersectionality as well as the importance of understanding and applying knowledge – not just “knowing”. By the end of the semester students should be able to have mastered arguments regarding a number of Critical Race Feminist themes and issues with sensitivity, eloquence, and grounded analysis. *This course fulfills the theory requirement for majors. Prerequisite: WOMENSST 201 or any other 200 /300 level WGSS course.*

Though feminism has elevated itself to a theoretical status for quite some time now, anti-racist feminism continues to simply serve as a marginal sub-theme. “The Presence of the Absence” is a good point to begin. It is precisely where our work of inquiry and description, of analysis and transformation, and application, must begin. This course seeks to move us from being boxed into feminist theory and text as a variation on the theme of “woman” or being a component in referencing gender, race, and class, into the realization that is possible not only to hope for but also to make change.

Whether we are non-white or white women and men, specific dominant aspects of our politics must be taken into consideration, and their homogenization questioned. Feminism is not a unified (nor unifying) phenomenon. It is riven with its own contradictions and peculiar turns and twists. This course is both a necessary intellectual and political task. Critical Race Feminism will be a working out of a legal, political, analytical, descriptive,

theoretical paradigm. This course is also about becoming a scholar in feminist studies. It should improve your performance – “praxis” in the field. It should be part of your initiation into a professional life.

Course Policies and Expectations

Academic Integrity Policy: Plagiarism or cheating on any assignment will result in a failing grade for the course and other possible consequences. Do not turn work downloaded from the internet nor without citing your all sources. If you are unclear about what constitutes plagiarism or cheating, please talk with me. I would like you to read the UMass undergraduate Rights and Responsibilities.

Academic Etiquette and Communication Policy: Class will always begin and end promptly so please be on time. If you have extenuating circumstances, talk to me in advance. I expect all students to treat each other respectfully, to listen attentively, and to be mindful of how you respond to diverse opinions. We will talk about and demonstrate this in class. We will also discuss email etiquette and other effective ways of communication which will be part of your professional development.

Assignments and Papers: All assignments and papers must be submitted on time as designated in the syllabus. They must always be typed, 12 point font, Times Roman with 1” margins. If you are experiencing difficulty, I would like you to be proactive and consult with me.

Students with Disabilities: If you are in need of academic accommodations to fully participate in the class, and if you have a documented disability, please visit the Office of Disability Services at the beginning of the semester so that the appropriate paperwork can be sent to me. This information is always private but important so I can help you be successful in completing the course.

Writing: Writing is a process and you should not be afraid to ask for help. Please talk to me early and also make use of the writing resources that the University offers.

Course Grading and Requirements

Attendance and full participation in class discussions are mandatory. You will be allowed two (2) unexcused absences. Read the UMass Undergraduate Rights and responsibilities for examples of excused absences. You *must* tell me when you will be out due to Religious absences and note that these do not exonerate you from assignments (15 points).

Mid-term take home examination distributed on Tuesday 10/03/2013 and due on 10/10/2013 (25 points).

Five (5) critical analysis/response/position papers (3 pages) reflecting readings assigned. Dates are 09/19, 10/01, 10/24, 11/07/, 11/21/2013 and in the course calendar. These will be used for class discussion. Papers should indicate how the readings and issues might influence your current interests, and academic perspectives (6 points each with a total of 30 points). Guidelines will be discussed and distributed.

Final Paper (15-20 pages) due on 12/05/2013. This will be the basis for the final roundtable discussions. You will be given the opportunity to apply topics or issues to a specific research project that interests you (disciplinary, identity, activism, creative, narrative or any combination). Guidelines will be provided in the second week of the semester (30 points).

Final Grading Scale

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 (60-66)	F (59 or below)	

Texts

Required:

1. Adrien Katherine Wang. *Critical Race Feminism*, 2nd. Edition, 2003. New York University Press.
2. Uma Narayan. *Dislocating Cultures: Identities, Traditions, and Third World Feminisms*. 1997. Routledge.

Highly Recommended:

Audre Lorde. *Sister Outsider: Essays and Speeches*. Berkley CA: Crossing Press.
Selected articles on UMass Library E-Reserves; password *racefem2013*

Course Calendar

Tues. Sept. 03	<p><u>Introduction and Syllabus</u></p> <p>Why Race Feminism? Engaged Pedagogy of Critical Race Feminism.</p> <p>Class Exercises and Discussions.</p>
Thurs. Sept. 05 Readings:	<p><u>Critical Thinking and Feminist Pedagogy</u></p> <p>[Handout]–Catherine Fox, <i>The Race to Truth: Disarticulating Critical Thinking from Whiteness</i> in <i>Pedagogy</i>, Volume 2, Issue 2, Spring 2002, pp. 197-212.</p>
Tues. Sept. 10 Readings:	<p><u>Beginning Theoretical Conversations</u></p> <p>[Handout]–Charles Lawrence 111, Mary Matsuda et al, <i>Introduction</i> in <i>Words That Wound</i>, 1993, Westview Press, 1-15.</p> <p>[Handout]–Kimberle Crenshaw, <i>Introduction</i> in <i>Critical Race Theory: Key Writings that Formed the Movement</i>, 1995, New Press: NY, xxiii – xxxii.</p>
Thurs. Sept. 12 Readings:	<p><u>Race and Feminism: Intersections and Interdisciplines</u></p> <p>[Handout]–Sabrina Alimahomed, <i>Thinking Outside the Rainbow: Women of Color Redefining Queer Politics and Identity</i> in <i>Social Identities: Journal of the study of Race, Nation, and Culture</i>, 16:2, 151-168, 2010.</p> <p>[Handout/E-Reserves]–Joan Williams, <i>Dissolving The Sameness/Difference Debate: A post-Modern path Beyond Essentialism</i> in <i>Feminist and Critical Race Theory</i>, 1991. <i>Duke Law Journal</i>, 1991 (2) 296-323.</p> <p><i>In class assignments will be part of the discussion of readings.</i></p>
Tues. Sept. 17 Readings:	<p><u>Multiplicity: Contemporary and Interdisciplinary Feminist Theories (1)</u></p> <p>[E-Reserves]–<i>Intersectionality Queer Studies and Hybridity: Methodological Frameworks for Social Research</i> in <i>Journal of International Women’s Studies</i>, Vol. 13 #2 March 2012, pp.19-32.</p> <p>[E-Reserves]–Patricia Hill Collins, <i>Black Feminist Thought in the Matrix of Domination</i> in <i>Black Feminist thought: Knowledge, Consciousness, and the Politics of Empowerment</i>, 1990, Boston:Unwin Hyman, 221-238.</p> <p>[E-Reserves]–Patricia Hill Collins, <i>Learning from the Outside Within: The Social Significance of Black Feminist Thought</i> in <i>Social Problems</i>, 1986, 33:6: S14-S32.</p>
Thurs. Sept. 19 Readings:	<p><u>Multiplicity: Contemporary and Interdisciplinary Feminist Theories (2)</u></p> <p>[E-Reserves]–Tara J. Yosso, <i>Whose Culture has Capital? A Critical Race Theory Discussion of Community Cultural Wealth</i> in <i>Race, Ethnicity and Education</i>, Vol. 8, No. 1, March 2005, 69-91.</p> <p>[E-Reserves]–Patricia Williams Lessane, <i>Women of Color Facing Feminism: Creating Our Space at Liberation’s Table</i> in <i>the Journal of Pan African Studies</i>, Vol. 1, No. 7, March 2007, 3-10.</p> <p>[E-Reserves]–Peter McLaren, <i>Dialogue with Lisa Chin: An Asian-American Feminist Perspective</i> in <i>International Journal of Educational Reform</i>, 1994, vol. 3, 456-463.</p> <p>***Critical Analysis/Response/Position Paper 1 Due***</p>

<p>Tues. Sept. 24</p> <p>Readings:</p>	<p><u>Multiplicity: Contemporary and Interdisciplinary Feminist Theories (3)</u></p> <p>[Text]–Adrien Wang, <i>Introduction</i>, 1-19.</p> <p>[E-Reserves]–Dolores Delgado Bernal, <i>Critical Race Theory, Latino Critical Theory, and Critical Raced-Gendered Epistemologies: Recognizing Students of Color as Holders and Creators of Knowledge</i> in <u>Qualitative Inquiry</u>, Feb. 2002, vol. 8, No.1, 105-126.</p> <p>[E-Reserves]–Esther Ngan-Ling Chow, <i>The Development of Feminist Consciousness Among Asian American Women</i> in <u>Gender & Society</u>, Vol. No.3, September 1987, 284-299.</p>
<p>Thurs. Sept. 26</p> <p>Readings:</p>	<p><u>Debating and Analyzing Intersectionality</u></p> <p>[E-Reserves]–Kimberle Williams Crenshaw, <i>Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color</i> in Martha Albertson Fineman (ed). <u>The Public Nature of Private Violence</u>. 1994, New York: Routledge, 93-118.</p> <p>[Handout]–Susanne V. Knudsen, <i>Intersectionality – A Theoretical Inspiration in the Analysis of Minority Cultures and Identities</i> in <u>Textbooks, Caught in the Web or Lost in the Textbook</u> 2006, 61-76. 26 Nov. 2007.</p> <p>[Handout]–Patricia Hill Collins: <i>Intersecting Oppressions</i>.</p>
<p>Tues. Oct. 01</p> <p>Readings:</p>	<p>Student Roundtable Discussions</p> <p>***Critical Analysis/Response/Positions Paper 2 Due***</p>
<p>Thurs. Oct. 03</p> <p>Readings:</p>	<p><u>Academies, Subjectivities, Sexualities, Histories</u></p> <p>[Text]–Adrien Wang, Part II, (Selections).</p>
<p>Tues. Oct. 08</p>	<p>***No Class-Monday's Class Schedule Followed***</p>
<p>Thurs. Oct. 10</p>	<p><u>Roundtable Discussion – Midterm Questions</u></p> <p>***Midterm Examination Due in class***</p>
<p>Tues. Oct. 15</p>	<p>***Monday's Class Observed***</p>
<p>Thurs. Oct. 17</p> <p>Readings:</p> <p>Recommended</p>	<p><u>Speaking & Writing Ourselves into Existence : Narrative Theory, Feminist Theory, Methodology, Epistemology</u></p> <p>[E-Reserves]–Judith Flores & Silvia Garcia, <i>Latina Testimonies: A Reflexive, Critical Analysis of a 'Latina Space' at a Predominantly White campus</i>, in <u>Race Ethnicity and Education</u> Vol. 12, No. 2, July 2009, 155-172.</p> <p>[E-Reserves]–Daniel G. Solorzano & T J. Yosso, <i>Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research</i>, in <u>Qualitative Inquiry</u>, February 2002, Vol. 8, No. 1, 23-44.</p> <p>[E-Reserves]–Ruth Behar & Deborah Gordon (eds), <i>Introduction in Women Writing Culture</i>, 1995, University of California Press, 1-29.</p>

<p>Tues. Oct. 22</p> <p>Readings:</p>	<p><u>Speaking & Writing Ourselves into Existence : Literary Theory, Politics of Identity, Resistance, Difference, Multiplicity</u></p> <p>Video Screening: <i>The Way Home</i>.</p> <p>[E-Reserves]–Sandra. K. Stanley, <i>Introduction</i> in Stanley K. Sandra in <u>Other Sisterhoods</u>, 1998, University of Illinois Press, 1-19.</p> <p>[E-Reserves]–A. Keating, <i>Decentering the Margins? Identity Politics and Tactical (Re)Naming</i> in Stanley, K. Sandra, <u>Other Sisterhoods</u>, 1998, University of Illinois Press, 23-43.</p> <p>***<i>Final Assignment Topic and Preliminary Bibliography Due</i>***</p>
<p>Thurs. Oct. 24</p> <p>Readings:</p>	<p><u>Motherhood and Family: A Legal Context, A Legal Analysis</u></p> <p>[Text]–Adrien Wang, Part III, (Selections).</p> <p>***<i>Critical Analysis/Response/Position Paper 3 Due</i>***</p>
<p>Tues. Oct. 29</p> <p>Readings:</p>	<p><u>Race, Gender, and the Criminal Justice</u></p> <p>[Text]–Adrien Wang, Part IV.</p>
<p>Thurs. Oct. 31</p> <p>Readings:</p>	<p><u>Gendering Domestic Violence: Multiple Perspectives</u></p> <p>[Text]–Adrien Wang, Part V.</p>
<p>Tues. Nov. 5</p> <p>Readings:</p>	<p><u>Theorizing Work as an Interdiscipline</u></p> <p>[Text]–Adrien Wang, Part VI.</p>
<p>Thurs. Nov. 07</p> <p>Readings:</p>	<p><u>Borders and Margins</u></p> <p>[Text]–Adrien Wang, Part VII.</p> <p>***<i>Critical Analysis/Response/Position Paper 4 Due</i>***</p>
<p>Tues. Nov. 12</p> <p>Readings:</p>	<p><u>Academic Tourisms, Emancipated Imaginations</u></p> <p>[Text]–Uma Narayan, Chapters 1, 2, 3.</p>
<p>Thurs. Nov. 14</p> <p>Readings:</p>	<p><u>The Last Plantation or a New Plantation</u></p> <p>[Text]–Uma Narayan, Chapters 4 & 5.</p>
<p>Tues. Nov. 19</p> <p>Readings:</p>	<p><u>The Future of the Past: National and International, Local meets Global</u></p> <p>[E-Reserves]–Hope Lewis, <i>Global Intersections: Critical Race Feminist Human Rights and Inter/national Black Women</i>, in <u>Maine Law Review</u>, Conference: Portland, Maine, 1998, Vol. 50, 309-326.</p> <p>[E-Reserves]–Elora Halim Chowdury, <i>Locating Global Feminisms Elsewhere: Braiding US Women of Color and Transnational Feminisms</i> in <u>Cultural Dynamics</u>, 2009, 21; 51-78.</p>
<p>Thurs. Nov. 21</p> <p>Readings:</p>	<p><u>Student Roundtable Discussions</u></p> <p>***<i>Critical Analysis/Response/Position Paper 5 Due</i>***</p>

Tues. Nov. 26	<u>Individual and Group Consultations</u>
Thurs. Nov. 28	***Thanksgiving Break***
Tues. Dec. 03	<u>Student Roundtable Presentations</u>
Thurs. Dec. 05	<u>Student Roundtable Presentations</u>
Tues. Dec. 10	<u>(Re)-Orienting, (Re)-Visioning, (De)-Colonizing</u> ***Final Papers Due***

WOMENSST 394H

CRITICAL RACE FEMINISMS

DESCHAMPS

FALL 2013

Analysis Guidelines and Helpful hints for Writing ***Due dates 09/19; 10/01; 10/24; 11/07; 11/21/2013.***

Critical analysis means that you must apply thoughtful reasoning to the arguments presented in this course through readings, lectures and discussion. It means not only finding what you agree with, what's new, what's the basis for the assumptions, but also what the limitations are and what other questions you have, and so forth. When you write a critical analysis, your statements need to include rationales and examples, and you must keep your classmate and readers in mind. Are you giving the reader enough information? Ask the following:

- What is/are the main point(s) of the readings - both individually and collectively? Why does the author raise these particular points for discussion? How does she/he hope to answer them? Do you think she/he succeeded? Why or why not? Be aware of how the author uses key terms and her/his definitions for them. What are the strengths and weaknesses in the ideology, theory or model presented? Are new ideas presented? What does this text, essay/artwork/film, contribute to our understanding of the issues of race, gender, class, ethnicity, sexual orientation or other key factors shaping the lives of women and our gendered lives?
- How are the themes and issues pertinent or not pertinent in all of our/your lives and others? White, Black, Asian, Native American, older, younger, of different classes or educational levels? What are the assumptions? Do you find any of them to be essentializing?
- What is your perspective on the subject raised for discussion? Does this influence your view of what the author argues? Where or how have you developed your opinions on this subject - and do you see them changing in any way? How/why? What comparisons can you make, if any, between this piece and other readings you have read? Is there anything missing from the piece? Remember...Always ask yourself *why*? What is at stake for the author? For you? What points are you are trying to make in response to the issues raised?

Argument. State the author's explicit or implicit argument(s) in the assigned reading(s) as you understand it/them. Include **both** what the author is arguing for and what she/he is arguing against. In order to interpret the author's argument, do the following: Central Quotations. Select, quote, and analyze passages from assigned reading(s) that you think are central to the author's argument. This may be an explicitly stated argument, or it may be implicit in the general emphasis of the text, and/or the author's analytical style.

Question. You may choose to raise a question that you think is not fully, or satisfactorily, answered by the text. This should be a question of interpretation or of inquiry, not simply one of fact. You may also raise a question with which you agree and want to add your argumentation.

Connection. (a) Textual connection. Connect the argument of this text to an argument or point you find in another reading assignment from this class. Present a quote from other texts (citing them properly), and explain how the present text's argument contrasts with, confirms, clarifies, or elaborates the other text's argument or point. (b) Experiential connection. Connect the argument of this text to a direct experience from the world around you.

Implications. Explain what the argument implies for understanding some aspects of the readings and or issues in which you are interested, either from direct experience or from readings. *Your paper should not exceed three (3) double-spaced typed pages and include bibliography; typed; double-spaced; 12 point font. Be consistent with the citation format either MLA or APA.*