**Course Description**

ES 330 introduces the conceptual, theoretical, and political questions that have mobilized women of color feminisms. Our goal is to engage their concerns about issues, such as, community organizing, cultural production, migration, racism, welfare, and militarism. Students will be expected to apply the analytical frameworks acquired in the course as they analyze a problem pertinent to a local community. We will be discussing what are the contributions of women of color feminists to a variety of debates and social justice struggles in the U.S. and abroad.

**Required Texts**

- This Bridge We Call Home (Anzaldúa and Keating-Duck Store)
- If you have any difficulties obtaining the readings (for financial or technological reasons) please communicate with the professor and the necessary arrangements will be made.

You MUST bring a hard copy of the assigned readings for every lecture. Read the assigned texts before lecture.

**Course Policies**

**Creating a safe learning environment:**

The student is responsible for attending every lecture, keeping up with all assigned readings, and participating actively in conversations in the classroom. The readings and lecture are only a small part of the learning experience. You must confront the challenge of the course by engaging with your teachers and classmates. Listen carefully and support your comments through references to the readings, sections, and lecture. In your comments and body language, you MUST show RESPECT for your instructors and peers. When someone is speaking, everyone listens. I reserve the right to ask you to leave the room, and/or drop the course, if you have disrupted classroom dynamics or disrespected your teachers and/or classmates. I must ensure that the classroom is a safe space for all. For this reason, you will have a strictly PROFESSIONAL relationship with the professor and GTF.

See campus policy on these matters at [http://aaeo.uoregon.edu](http://aaeo.uoregon.edu) and [http://arcweb.sos.state.or.us/rules/OARS_500/OAR_571/571_004.html](http://arcweb.sos.state.or.us/rules/OARS_500/OAR_571/571_004.html)
For campus regulations regarding academic dishonesty, classroom disruption, alcohol and drug violations, theft, physical assault, and sexual misconduct, see:
http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode.aspx
Also see campus policy on affirmative action and equal opportunity.

The Lecture:
You should approach the lectures as models for understanding the texts. Be prepared to articulate the analytical frameworks presented in lecture in your assignments. I request that you avoid using your personal computers in lecture, unless it is necessary. They tend to be a distraction to you as well as your classmates. If you take notes on your laptop, you must sit in the first row of the classroom. If you arrive late, you must do the same. If you miss a lecture, or section, it is your responsibility to get notes from classmates and know the material. You can also come to see me during office hours to discuss material you have missed. Lecture notes will not be available by email or e-reserves.

Office hours:
The classroom and office hours are the spaces and time-slots allocated to meet your intellectual needs. We can schedule appointments, if necessary. When an assignment is due or an exam approaching, I may decide to set strict time-slots for individual students during my office hours. Therefore, if you have any questions, concerns, or just need to discuss anything at length with me, you should plan to meet before high demand periods. I strongly encourage you to seek feedback on your work. When you come to office hours, be open to constructive comments on your work.

Email policy:
Email is not the primary medium to contact me. We should not be expected to respond to email immediately. Since not all of you have internet access all the time, it would be an unfair advantage for those who do to rely on email for communication. Moreover, the professor and GTFs have other responsibilities (preparing class, grading, writing), which are also part of their responsibilities and occupy their time outside the classroom and the office. You can email to set appointments, ask specific questions about the reading or lecture, or send the instructors information about any health-related or personal situation affecting your academic performance.

Email Etiquette:
Please remember that correspondence by email is another way that you participate in the class. Therefore, it is important to ensure that your email interactions with me are professional and courteous. Please include a subject line. Do not send papers to my email address. Do not email me questions that are already answered by the syllabus. You should always address me as Prof. Reyes-Santos by email, and sign your whole name at the end of your message.

Evaluation:
Course Requirements
1. Attendance and Participation (CRUCIAL for passing-includes quizzes): 20%
2. One presentation per student. 20-30 minutes presentation each Monday introducing the text(s), its historical context, and questions for discussion, as well as a contemporary example of an issue introduced by the reading: 10%

3. Blackboard and In-class Quizzes: 10%

4. Mid-term Exam: 30%

5. Final Exam: 30%

**Attendance and Participation**
Your grade for attendance and participation requires active participation and doing the homework assigned. If you do not participate in our conversations for the whole quarter nor go to office hours, do expect to receive a 0 in participation. If you arrive late to lecture or section, just seat yourself quietly and wait until the class is over to ask what you missed. **If you use your laptop for activities not related to the course, you will lose ten percent of your participation grade.** You can be absent without an official excuse once during the quarter.

**Presentations** require you to produce discussion, provide historical context, posit themes and questions, compare to other texts, pay attention to stylistic components, analyze a quote, and bring a handout for your peers.

**Late assignments**
Late assignments will be marked down one-half letter grade (1.5%) for every day, unless you have a special arrangement with the instructor, which would only be possible under very extenuating circumstances. There are no make-up quizzes or examinations. You will be asked to produce a doctor’s note if an exception is allowed. **You cannot drop off late papers at the Ethnic Studies office or my office. You will have to wait until the next lecture.**

**Late Papers, Grades, Questions**
If you did not meet a deadline, avoid emotional outbursts in the Ethnic Studies office, my office, or email. You are responsible for your performance in the course and punctuality. We can always discuss exceptional circumstances.

**Plagiarism/Academic Dishonesty**
I will not tolerate any kind of academic dishonesty. Familiarize yourself with campus policy with regards to academic dishonesty: [http://libweb.uoregon.edu/guides/plagiarism/students/](http://libweb.uoregon.edu/guides/plagiarism/students/)

Punishment could include an F for the assignment, an F or withdrawal from the course, and suspension or expulsion from the university. We actively investigate any sign of academic dishonesty in our grading.

**Health Conditions and Disability Services**
If you have a documented health condition or experience any physical or emotional conditions that impede your full participation in the course, please meet me soon. You may be asked to bring a notification letter from Disability Services outlining your approved accommodations.
Course Calendar:

Week 1
Monday: Introduction to the course, Video: "Building Intercultural Communities" (Blackboard)

Wednesday: "Age, Race, Class: Women Redefining Difference" (Blackboard); "Hate Crimes Against LGBT People Higher" (Blackboard); "An Open Letter to Mainstream LGBT Organizations" (Blackboard); "White Privilege" (Mcintosh-Blackboard) and the "Cisgender Privilege List" (Blackboard)

Week 2 Anger, Bridges
Monday: "The Uses of Anger" (Lorde); "Being the Bridge" (Springer); "Imagining Differently" (Cervenak, et al); "(Un)natural Bridges, (Un)safe spaces" (Anzaldúa); “A Slave Girl Tells of Her Life” (Blackboard); "Decolonizing Restorative Justice" (Breton-Blackboard)

Wednesday: Adelina Anthony, Hocicona Series

Week 3 Freedom
Wednesday: "The Practice of Freedom" (Hames-García-Blackboard); http://blackpoetsspeakout.tumblr.com/ (Blackboard); Poetry (TBA-Blackboard)

Week 4 Families
Monday: "Sitting in the Waiting Room of Adult and Family Services" (Kaeh Garrison); "Refugees Betrayed" (Lynn Fujiwara-Blackboard); News Report Welfare Statistics (Blackboard)

Wednesday: Continue discussion

Mid-Term due on Monday, Week 5, on Blackboard

Week 5 Colonialism, Solidarity, Culture
Monday: No class meeting (Mid-Term Due)
Wednesday: "Bloodline is All I Need" (Lani Teves-Blackboard), Video Clip (Blackboard); Film: Usual and Accustomed Places

Week 6 Imperialism, War
Monday: "Grenada Revisited" (Blackboard); "Saving Muslim Women" (Rich-Blackboard); Online posting (TBA-Blackboard); Andrea Smith "Indigenous Feminism without Apology"(Blackboard)

Wednesday: Film: Stand Up

Week 7 Representation, Survival
Monday: "The Uses of the Erotic" (Lorde); "Looking for Warrior Woman" (Barker); "The Cry-Smile Mask" (Lee); "(Re)Writing Home" (Pham)

Wednesday: No class meeting, ART PROJECT DUE on BLACKBOARD
**Week 8 Institutions**
Monday: "Missing Ellen and Finding the Inner Life" (Quintanales); "Notes from a Welfare Queen in the Ivory Tower" (Harris); "Recollecting this Bridge" (Franklin); "The Master's Tools Will Never Dismantle the Master's House" (Blackboard); STRIDE Workshop (Blackboard)

Wednesday: Film: The Harlem Five

**Week 9 Horizons of Struggle**
Monday: "Heterosexualism in the Colonial Modern Gender System" (María Lugones-Blackboard); "Poets, Lovers and the Master's Tools" (Loving Blanchard); "Dig Deep: Beyond Lean in" (bell hooks, Blackboard)

Wednesday: Film: Pariah

**Week 10**
Monday: "In the Presence of Spirit(s) (Hernández-Avila); News Report (TBA-on Blackboard); http://blackpoetsspeakout.tumblr.com/ (Blackboard); "Being Bossy and Proud" (TedEx-Blackboard)

Wednesday: Preparing for the Final Exam