

**FEMINIST STUDIES 60**  
**WOMEN OF COLOR FEMINISMS**  
**FALL 2022**

TU/TH 11AM-12:15PM  
 EMBARCADERO HALL, ISLA VISTA

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**PROFESSOR MIREILLE MILLER-YOUNG**

DEPARTMENT OF FEMINIST STUDIES, UC SANTA BARBARA

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This course explores the complex politics of race, class, ethnicity, gender, sexuality, and other categories of power in the lives of women of color in the U.S. context. Ranging from theoretical to first-person narrative, the readings in this course will explore issues of identity, representation, socio-economic policy, and political rights as they impact women of color in the U.S., including African American, Latina/Chicana, Asian/Pacific Islander, Native American, and Arab-American women. We will examine women of color feminist critiques of historical, institutionalized oppression, including poverty, poor working conditions, criminalization, reproductive and sexual control, gendered violence, stigma and stereotype, homophobia, and xenophobia.

Students will learn:

- The meaning of categories of race, gender, class, ethnicity, sexuality, and culture in the lives of women of color historically and in contemporary society.
- How these categories work together to impact social, political and economic conditions in the United States.
- Women of color's diverse critiques of oppression and strategies of resistance.
- Women of color's relationship to and impact on feminism.
- Theoretical vocabulary and frameworks to understand and articulate these complex issues.

- Critical thinking, writing, and research skills that will prepare students for future work in social sciences and humanities courses, particularly in gender and ethnic studies.

### **Core Curriculum**

This course satisfies a General Elective Credit in Area D: Social Sciences, the Ethnicity Requirement, and the Writing Requirement. It also satisfies one requirement for a lower-division course on U.S. feminisms for the Feminist Studies major. Interested in pursuing a major in Feminist Studies? Please contact our undergraduate studies advisor, Claudia Castaneda, [claudiacastaneda@ucsb.edu](mailto:claudiacastaneda@ucsb.edu).

### **Trigger Warning**

This course both includes frank discussion of controversial and emotionally difficult topics, as well as the screening of images and films of an adult/explicit nature and sometimes violent or disturbing nature. Sensitive topics include but are not limited to sexual and other kinds of violence, sex, racism, queerness, porn, and sex work. The professor prefers that you do not skip lectures due to the nature of the material presented, and will offer alternative ways to experience and process the material.

### **Course Requirements**

#### Attendance & Participation

Attendance will **not** be taken in lectures (in person or online) but will be taken in discussion sections. Your full participation in this course is expected and will be graded. More than 2 absences from section results in 0 points for the Attendance and Participation grade. You are encouraged to read/view the weekly course materials in advance of attending lectures or participating in discussion activities. Your participation grade relies on your quality contributions to discussion in section.

#### Classroom Conduct (In Class and Online Forums)

The professor encourages students to be engaged and to help maintain a respectful and energetic space both in class and online in class forums. Although some lectures will be presented on Zoom, there will be opportunities to engage in discussion with peers, TAs and the professor during the course. No use of laptops and phones for anything other than note-taking is permitted. Seriously.

TAs may have specific rules for discussion sections—see their section syllabi. You are to abide by those and work to foster a balanced discussion section. Respect for the material and for each other is paramount in this course as we put feminist ethics of care to work in our classes.

#### Accommodations for students with disabilities

Students with disabilities are responsible for ensuring that the Disabled Students Program (DSP) is aware of their disabilities and for providing DSP with appropriate documentation. DSP serves as the campus liaison regarding issues and regulations related to students with disabilities. The DSP staff works in an advisory capacity with a variety of campus departments to ensure that equal access is provided to all disabled students.

#### Academic Integrity

This class assumes that all participants are doing assignments with integrity. Plagiarism occurs when a student intentionally or unintentionally copies without proper citation of the ideas or words of another or hands in work that is not her or his own. Academic dishonesty violates university regulations and is a reportable offence that may lead to academic probation or expulsion. If a student plagiarizes in this course he/she may not only fail the assignment, but also the course as well as receive serious disciplinary action from the Office of Judicial Affairs.

### Warning

All course materials (class lectures and discussions, handouts, examinations, web materials) and the intellectual content of the course itself are protected by United States Federal Copyright Law, the California Civil Code. The UC Policy 102.23 expressly prohibits students (and all other persons) from recording lectures or discussions and from distributing or selling lectures notes and all other course materials without the prior written permission of the instructor (See <http://policy.ucop.edu/doc/2710530/PACAOS-100>).

Students are permitted to make notes solely for their own private educational use. Exceptions to accommodate students with disabilities may be granted with appropriate documentation. To be clear, in this class students are forbidden from completing study guides and selling them to any person or organization. This text has been approved by the UC General Counsel.

### Crises and Incompletes

Sometimes students may be faced with unexpected crises that impact their performance in class (i.e. family emergencies, death of a family member, illness, etc.). Many professors will be sensitive to these issues, but you must **communicate** about what is going on ASAP, rather than disappear or fail to submit work. Incompletes will only be granted in the case of serious and extenuating circumstances that prevent a student from passing the course.

### Office Hours

Professor Miller-Young is available for office hours or by appointment—Office Hours and a Sign-Up Calendar will be posted. The professor welcomes students to attend office hours but encourages them to first meet with the TA during office hours for regular questions about the course.

## **Course Work**

### Readings

There is no Course Reader this year—all readings will be posted on **Gauchospace** under FEMST 60: Women of Color. Gauchospace goes live on September 21, 2022. You must prepare by doing the week's readings ahead of the first lecture (Tuesdays) and definitely before your weekly section meeting.

Some lectures for this course will be live/synchronous and virtual via Zoom—please check the syllabus to see the dates and find the link to the Zoom on Gauchospace. The recorded lecture will be posted by end of day to Gauchospace.

The professor will post Lecture Slides on Gauchospace by **Thursday at 5pm each week**. Please check Gauchospace for additional multimedia resources and articles of interest, and for updates on classes and assignments, as well as for your discussion section and TA lessons.

### Preparation

Students are expected to read and taken detailed notes. Readings are usually 60-100 pages per week and are mainly sourced from academic research, journalism, nonfiction writing, media, and other sources.. Read the weekly assignments for the entire week **by Tuesday's lecture (or Monday if you have a Monday section)**. If a reading is missing or you are confused, please contact your TA immediately.

The texts for this class are challenging to read and sometimes controversial or disturbing. It is recommended that students take up independent and group study to fully grapple with the texts and materials, pursue further inquiry into difficult topics, and, of course, ask questions in lecture and section.

**Lectures may address the readings, but their role is to unpack broader themes and give context to the readings. Therefore, do not expect the professor to explain each reading in her lecture.**

Students will be responsible for attending both live and online lectures or viewing lectures posted to GauchoSpace. Live lectures may be recorded if the university offers classroom resources to allow us to do so—which is not likely, so do *not* plan for live lectures to be recorded. Unfortunately.

Announcements will be made on GauchoSpace—check GS before class to ensure there are no changes or cancellations. Lectures may be canceled or posted as video recordings, or taught by guest lecturers at any time.

### Midterm

A Take Home Midterm given out on **Thursday, October 20** and will be due on **Sunday, October 23 at 11:59pm**. The midterm will consist of short form questions and one longer essay, and will cover Weeks 1-4 of the course.

### Independent Project

You are to write a research paper or conduct an oral history interview with a woman of color and write an essay that analyses her story. You will analyze the topic of your choice or your interviewee's testimony based on the knowledge, concepts, and frameworks you have gained in this class. A detailed prompt about this independent project will be posted on GauchoSpace and will be discussed in class. Due **Tuesday, November 29**.

### Final Exam

A non-cumulative, Take Home Final Exam will be given **Thursday, December 1 and will be Due on Thursday, December 8 at 5pm**. The final will consist of short form questions and 1 longer essay, and will cover the course material following the midterm.

### Extra Credit:

Students may pursue up to 1 extra credit opportunity for a 2-point grade advance. Two assignments are possible: approx. **1000-word essay** on A) an in depth analysis of a book or film from outside of but relevant to the course, B) a review of an event or speaker on campus that is relevant to “women of color” (ask your TA or professor in advance for topic approval). Essays must be graded B+ or higher to receive credit. Papers are due in class by **Thursday, December 1**.

### **Grading (In Points, 100 pts total)**

Attendance & Participation (section)	10 pts
Midterm	30 pts
Independent Project	30 pts
Final Exam	30 pts

**Final Grade** will be given as a Standard Letter Grade as follows:

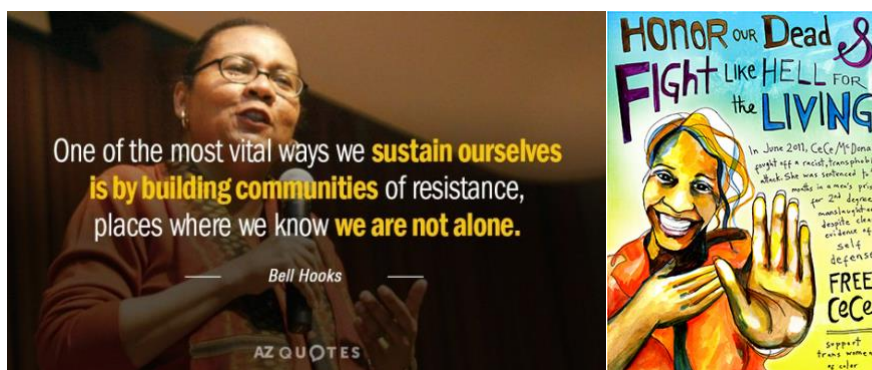
A range = 90% and above; B range= 80-89%; C range = 70-79%; D range = 60-69%; F = 59% or lower

### Important Deadlines

- \*\*\***October 23:** Midterm Due
- \*\*\***November 29:** Oral History paper Due
- \*\*\***December 1:** Extra Credit Papers Due
- \*\*\***December 8:** Final Exam Due

## COURSE MEETING SCHEDULE

Week	Tuesday	Thursday
Week 1	In Class	In Class
Week 2	In Class	Zoom Meeting
Week 3	In Class	Zoom Meeting
Week 4	In Class	Zoom Meeting
Week 5	In Class	Zoom Meeting
Week 6	In Class	Zoom Meeting
Week 7	In Class	Zoom Meeting
Week 8	In Class	Zoom Meeting
Week 9	Holiday	Holiday
Week 10	In Class	In Class



## COURSE READING SCHEDULE

### WEEK 1 (SEPTEMBER 27 & 29): INTRODUCTION: WOC CHALLENGING COLONIALISM, SLAVERY & WHITE SUPREMACY

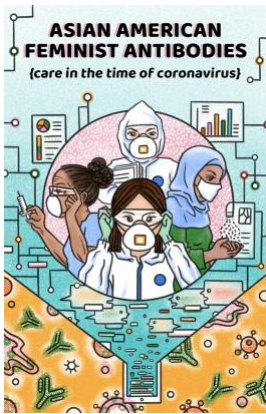
- The Combahee River Collective, “A Black Feminist Statement” in *This Bride Called My Back: Writings by Radical Women of Color*, Cherrie Moraga and Gloria Anzaldúa, eds., 3<sup>rd</sup> ed, (Berkeley: Third Woman Press, 2002), 234-244.
- El Comité de Mujeres Puertorriqueñas, “In the Belly of the Beast: Puertorriqueñas Challenging Colonialism,” in *Sing, Whisper, Shout, Pray! Feminist Visions of a Just World*, M. Jacqui Alexander et al eds., (Canada, Edgewood Books, 2003), 125-136.
- Haunani-Kay Trask, “Self-Determination for Pacific Island Women: The Case of Hawai’i,” in *Sing, Whisper, Shout, Pray! Feminist Visions of a Just World*, M. Jacqui Alexander et al eds. (Canada: Edgewood Books, 2003), 138-50.

- Mary Kate Dennis and Finn Bell, “Indigenous Women, Water Protectors, and Reciprocal Responsibilities.” *Social Work* (October 2020), pp. 1-9.
- Video: [Scholar Angela Davis](#) on Prison Abolition, Justice for Palestine, Critical Race Theory and More, Democracy Now! (December 28, 2021)

## WEEK 2 (OCTOBER 4 & 6):

## CONTROLLING IMAGES AND UNEQUAL STRUCTURES

- Patricia Hill Collins, “Mammies, Matriarchs, and Other Controlling Images,” *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*, 2<sup>nd</sup> ed. (New York: Routledge, 2000), 69-96.
- Maxine Baca Zinn, “Family, Race, and Poverty in the Eighties,” *Signs* Vol. 18, No. 4 (Summer 1989): 856-874.
- Kimberlé Crenshaw, “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Anti-Discrimination, Feminist Theory and Antiracist Politics.” *University of Chicago Legal Forum*, Vol. 1989, Issue 1, Article 8, pp. 139-167.



- Asian American Feminist Collective, [Care in the Time of Coronavirus](#) (2020) [45pgs]

### Recommended:

Jocelyn Frye, [“On the Frontlines at Work and at Home: The Disproportionate Economic Effects of the Coronavirus Pandemic on Women of Color.”](#) *Center for American Progress*, (April 2020), 1-22.

## WEEK 3 (OCTOBER 11 & 13):

## CRIMINALIZING WOMXN & GIRLS OF COLOR

- Angela Davis, [“Masked Racism: Reflections on the Prison Industrial Complex”](#) in *Colorlines* (1998), Reprint.
- Linda Burnham, “Welfare Reform, Family Hardship, and Women of Color,” *Annals of the American Academy of Political and Social Science* 577 (Sept. 2001), 38-48.
- Kaaryn Gustafson, “The Criminalization of Poverty” *Creating Welfare: Public Assistance and the Criminalization of Poverty*, (New York: NYU Press, 2011), 51-70.
- Isabella Restrepo, “Pathologizing Latinas: Racialized Girlhood, Behavioral Diagnosis, and California’s Foster Care System.” *Girlhood Studies* vol. 12, no. 3 (2019):1-17.



### Recommended:

Sylvia Rivera Law Project, [“It’s War in Here”](#): Special Report on the Treatment of Transgender and People in New York Men’s State Prisons.”

## WEEK 4 (OCTOBER 18 & 20): REPRODUCTIVE JUSTICE AND HEALTH

- Dorothy Roberts, “[Reproductive Justice, Not Just Rights](#),” *Dissent* Fall 2015.
- Judith Scully, “Cracking Open Crack: Unethical Sterilization Movement Gains Momentum” *DiffrenTakes* Hampshire College Population and Development Program, Vol. 2, (Spring 2000): 1-7.
- Jessica Corbett, “[Florida Appeals Court Won’t Let Parentless 17-year old](#) get an abortion.” *Truthout* (Aug 17, 2022)
- SisterSong, *The Reproductive Justice Briefing Book: A Primer on Reproductive Justice and Social Change*. [pgs. 4-42]



**Take Home Midterm! Due Sunday, OCTOBER 23 at 11:59pm!**

## WEEK 5 (OCTOBER 25 & 27): INTIMATE AND STATE VIOLENCE AGAINST WOMEN OF COLOR

- Beth Richie, “Chapter 5: The Matrix” in *Arrested Justice: Black Women, Violence, and America’s Prison*. Pp. 125-156.
- Critical Resistance-Incite!, “Statement on Gender Violence and the Prison Industrial Complex,” *Social Justice* Vol. 30, No. 3 (2003): 141-150.
- Kimberlé Crenshaw, [Black Girls Matter: Pushed Out, Overpoliced and Unprotected](#). African American Policy Forum Report.



### Recommended:

- Critical Resistance-Incite!, [Law Enforcement Violence Against Women of Color and Trans People of Color](#): A Critical Intersection of Gender Violence and State Violence: An Organizer’s Resource and Toolkit.

**WEEK 6 (NOVEMBER 1 & 3):****WOC YOUTH SEXUALITY IN FAMILY, COMMUNITY, AND SOCIETY**

- Lorena Garcia, “Now Why Do You Want to Know About That? Heteronormativity, Sexism, and Racism in the (Mis)Education of Latina Youth,” *Gender & Society*, Vol. 23, No. 4 (2009): 520-541.
- Ruby Tapia, “Impregnating Images: Visions of Race, Sex and Citizenship in California’s Teen Pregnancy Prevention Programs.” *Feminist Media Studies* 5.1 (2006): 7-22.
- Yen Le Espiritu, “‘We Don’t Sleep Around Like White Girls Do’: Family, Culture, and Gender in Filipina American Lives,” *Signs* Vol. 26, No. 2 (2001): 415-440.
- Amoni Thompson-Jones, “Sittin’ Up in My Room: Exploring Black Girl Interiority in the Work of Scheherezade Tillet and Nadia Bass.” *Visual Arts Research* vol. 47, no. 1, Issue 92 (Summer 2021):1-12.

**WEEK 7 (NOVEMBER 8 & 10):****PORN AND SEX WORKER RIGHTS**

- John Flaherty, “[Sex Workers File Civil Rights Suit](#) Against Louisiana’s Crime Against Nature Law (2).” *Truthout*. April 10, 2011.
- “Just a Talking Crime: A Policy Brief in Support of the Repeal of Louisiana’s Solicitation of a Crime Against Nature (SCAN) Statute,” *Women With A Vision Report*, February 2011.
- Mike Ludwig, “[Sex Work Wars](#): Project Rose, Monica Jones and the Fight for Human Rights.” *Truthout* (March 13, 2014).
- “[A Roundtable on Sex Work Politics and Prison Abolition](#),” *Upping the Anti: A Journal of Theory and Action*, Issue 18 (2016)
- Mireille Miller-Young, “Introduction,” *A Taste for Brown Sugar: Black Women in Pornography*. Duke University Press, 2014. [Skim.]
- Tristan Taormino, et al., *The Feminist Porn Book: The Politics of Producing Pleasure*. (New York: The Feminist Press at CUNY, 2013.) READ CHAPTERS by Sinnamon Love and April Flores.

**Recommended:**

- Amnesty International, [Sex Workers at Risk: A Summary on Human Rights Abuses Against Sex Workers](#), 2016.
- Elene Lam, [Behind the Rescue: How Anti-Trafficking Investigations and Policies Harm Migrant Sex Workers](#), Report for Butterfly (Asian and Migrant Sex Workers Support Network (June 2018).



**WEEK 8 (NOVEMBER 15 & 17):****(HYPER)SEXUALITY & RESPECTABILITY**

- Jillian Hernandez, “Miss You Look Like a Bratz Doll: On Chonga Girls and Sexual Aesthetic Excess,” *NWSA Journal* vol. 21, no. 3 (Fall 2009): 63-90.
- Cristina Khan, “Racialized Sexuality and Agency in Dance Among Women,” *Journal of Lesbian Studies* vol. 24, no. 3 (2020): 214-226.
- Siobhan Brooks, “Dancing Towards Freedom,” *Whores and Other Feminists*, Jill Nagle ed. (New York: Routledge, 1997), 252-255.
- Julian Glover, “Redefining Realness? On Janet Mock, Laverne Cox, TS Madison, and the Representation of Transgender Women of Color in the Media.” *Souls* vol. 18 nos. 2-4 (2016): 338-357.
- Kyra March, “Letter to Jatavia Johnson and Caresha Brownlee (The City Girls),” *Journal of Hip Hop Studies*, Vol. 7, Issue 1 (Summer 2020): 19-25.

**WEEK 9 (NOVEMBER 22 & 24):****NO CLASS  
THANKSGIVING HOLIDAY WEEK**

**WORK ON INDEPENDENT PROJECTS DUE NOV 29!**

**WEEK 10 (NOV 29 & DEC 1)****CONCLUSION: RESISTANCE IN INTERSECTIONAL FEMINISM**

- Watch: [Trans Activist Miss Major Revisits the Stonewall Riots](#). [Vice News]
- Sylvia Rivera, “Hell Hath No Fury Like a Drag Queen Scorned: [Sylvia Rivera’s](#) Activism, Resistance, and Resilience.”
- Tyler Born, “[Marsha](#) ‘Pay It No Mind’ Johnson.”
- bell hooks, “[Killing Rage](#): Militant Resistance.”
- Dom Chatterjee, “[The Privilege of Getting to Rest](#): Let’s Shift the Balance”
- Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House” *Sister Outsider* (Freedom, CA: Crossing Press, 1984), 110-113.



Thank you for taking this course! Now go out and make good trouble!

**\*\*\*FINAL EXAM DUE THURSDAY, DECEMBER 8\*\*\***

