General Information

Course Description and Purpose

In this course, we will explore themes around place-making and positioning (in arts, humanities and sciences) all from a feminist perspective. We will engage with the writings of Audre Lourde, Gloria Anzaldúa, Simone de Beauvoir, bell hooks, Adriana Cavarero, Hannah Arendt, and adrienne maree brown, among others. We will move beyond the jargon to the core of the issues at hand and see how positioning as action and concept can shift behavior and policy. We will engage with a variety of voices to see how culture, age, race, class and a series of other conditions shape the discourse. The course utilizes both published works and a series of entries from more recent online publications that catalyze change. In particular, we will engage with Voices in Movement an online hub for discussion, transnational exchange, and communication on and about activism and issues/themes concerning Black women and gender expansive people.

How to Navigate This Course

This course includes a VSA component where you will have a chance to interact with artist Belén Maya and a group of Roma women trying to shift the conversation on gender in their culture, as well as a module facilitated by guest artist/scholar Juliana Borrero of UTPC in Tunja, Colombia. In this way it is slightly different from other hybrid courses in that you will be interacting with scholars and artists in real-time if you so desire.
Broken down into five modules, you will have roughly two to three weeks to engage with each. It is very important that you begin reading Rita Indiana’s *Papi* so that you make sure to have enough time to complete them before our guest visit by Professor Borrero. I am always available via email ([niumarqu@fiu.edu](mailto:niumarqu@fiu.edu)) and am happy to schedule zoom meeting to discuss questions, concerns with course material and progression.

Websites for engagement activities:

- [Black Women Radicals: Voices in Movement](#)

**Course Objectives**

Upon completion of this course, students will be able to:

1. Identify and examine a variety of feminist scholars and artists within their specific social, historical, political, and cultural contexts.
2. Assess and discuss feminist discourse and decolonizing perspectives as a way of transmitting culture, language, religion, and history.
3. Explore the interrelations of feminist discourse with policy, cosmology, and agency.
4. Articulate and demonstrate skills in using written and oral language to analyze and describe selected feminist declarations and expressions of particular movements and the cultural context within which they occur.
5. Identify, discuss, and analyze variances and commonalities in sacred feminist discourses within a variety of global societies.
6. Engage in a creative process to research, assess, and inform their knowledge of a particular culture (Roma) and how radical female voices within the community are shifting the conversations.
7. Critically reflect on another’s perspective; suspend personal preconceptions; and provide peer feedback.

**General Learning Outcomes**

This course aims to help students:

- assess personal filters forming their worldviews.
- be exposed to the diversity of discourses and aesthetic expressions in global cultures as related to issues of gender and feminist perspectives.
- expand their appreciation and understanding of gender notions and feminist perspectives in world cultures from both a historical and contemporary perspective.
- engage in critical inquiry into the development of conversations and behavior around gender and feminist perspectives globally through the engagement of at least three disciplinary lenses.
- enhance their intercultural understanding, global learning, and racial tolerance.
- gain an introductory understanding of major analytical paradigms from the academic study of gender, especially those useful for interpreting cultural praxis and expression.
• gain deeper self-knowledge and understanding through the lens of gender studies and feminist discourse globally.
• identify ways other cultures construct knowledge about their worldviews, including views on gender: e.g. the role of women in spiritual practices, what gets defined as female/feminine and expectations about the femme and the spaces it inhabits.
• discuss, analyze, and assess the meaning and effects of colonization on these worldviews and feminist discourse
• experience learning through 21st Century technologies.

Global Learning Outcomes

• **Global Perspective:** Ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
• **Global Awareness:** Knowledge of the interconnectedness of local, global, international, and intercultural issues, trends, and systems
• **Global Engagement:** Willingness to engage in local, global, international, and intercultural problem-solving.

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**Important Information**

**Policies**

Before starting this course, please review the following pages:

• [Policies](#)
• [Netiquette](#)
• [Technical Requirements and Skills](#)
• [Accessibility and Accommodation](#)
• [Panthers Care & Counseling and Psychological Services (CAPS)](#)
• [Academic Misconduct Statement](#)
• [Inclusivity Statement](#)

**Religious Observances**

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

**Physical, Mental, and Sensory Challenges**

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the [Disability Resource Center (DRC)](#).
Course Prerequisites

This course has a prerequisite(s): Admission to the Honors College. Review the Course Catalog webpage for prerequisites information.

Textbook and Course Materials

The only text students need to purchase is "Papi" by Rita Indiana ISBN#9780226244891. The book is available at the FIU bookstore and on Amazon.

All other course materials will be available in Canvas.

Expectations of this Course

Expectations for performance in hybrid course are the same as a traditional course. In fact, hybrid courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- review the getting started page located in the course modules;
- introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion;
- take the practice quiz to ensure that your computer is compatible with the learning management system, Canvas;
- interact online with instructor and peers;
- review and follow the course calendar and weekly outlines;
- log in to the course at least 2 times per week;
- respond to discussions by the due date specified. No late work will be accepted;
- respond to emails within 2 days;
- submit assignments by the corresponding deadline.

The instructor will:

- respond to discussion postings within 5 days of the deadline;
- respond to emails within 48 hours;
- grade assignments within 10 days of the assignment deadline.

Course Communication
Communication in this course will take place via the Canvas Inbox. Check out the Canvas Conversations Tutorial or Canvas Guide to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. I will respond to all correspondences within 24 hours.

Assessments

Your progress in this course will be measured through your bi-weekly submissions to a series of discussion boards, as well as two other major projects.

Weekly Connections Journals and/or Modular Discussion Boards – 6 total including introduction

Keep in mind that your discussion forum postings will be seen by other members of the course. Care should be taken when determining what to post.

The intent of this assignment is for you to demonstrate comprehension of the course content through personal, critical analysis. You will make one journal submission per topic covered in class and in response to specific questions that should be used as prompts, but by no means the entirety of your reflection.

Minimum Criteria for Success

These discussion posts (connections journal) must contain the following:

- Consideration of the professors’ welcome videos with critical perspectives on module materials, activities, and in-class discussions. One entry per week.
- Connections between the assigned readings, the professor’s commentaries on class content and connections you are making to your own lived experiences or supplementary materials provided. One entry per week.
- 1 image that relates to the content per module. Images should demonstrate your own critical analysis and have a brief description, along with three hashtags for the image that synthesize why you chose it and why you think it is relevant. They should not be ones included in course content, but ones which you find on your own.

After uploading an original thread to the discussion board, you will also respond to the posts of at least two other classmates. Be sure to upload your original thread with enough time for your fellow classmates to respond.

Comparative Analysis of ERIAC and Afro-Latina Artist (vlog and reflection paper)
You will choose one of the artists in the ERIAC project (one of their contributions) and one artist from the list of Afro-Latina artists provided in Module 3. Note that some of these women may also be included in the Black Women Radicals blogs that you engaged with in Module 2. You will research the philosophies and discourse of the two artists and draw parallels and contrasts between the experiences. You will then place these two case studies in context within the larger discourse on women’s issues globally which include but are not limited to issues of systemic oppression in their fields, domestic violence, sexual abuse, caretaking and resources, gender expression, and motherhood.

**Minimum Criteria for Success:**

You will prepare a 3-minute video presentation with samples of the work of the two artists and your conclusions after researching the discourses under at least three separate disciplinary lenses. Videos will be posted online and other students in the course will have a chance to ask questions and respond to their posts. Your posts will be accompanied by a reflection paper. Further instructions in modules.

**Final Project**

You will be placed in groups of 3 to 4 and together will devise an action (activism, public art, lesson plan, policy proposal) that directly addresses one of the issues that you identified during your comparative analysis (throughout all modules). They will first craft a “declaration of urgency” around the issue and situate it in the current conversations. Then, together, you will design the best action to address the issue. As a group you will present to the class (via video) the proposed action and the results you would expect from the proposed action.

**Minimum Criteria for Success:**

You must demonstrate active participation in this group project through your contributions to the paper and video, as well as through your own “author’s notes” section which will include information about your process and your own self-evaluation on what you feel the process revealed.

**Grading**

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<thead>
<tr>
<th>Course Grades Distribution Table</th>
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<tbody>
<tr>
<td>Course Requirements</td>
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<tr>
<td>Discussion Boards</td>
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</tbody>
</table>
### Course Grades Distribution Table

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Comparative Analysis</td>
<td>25%</td>
</tr>
<tr>
<td>Final Project</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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### Letter Grade Distribution Table

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<th>Letter</th>
<th>Range%</th>
<th>Letter</th>
<th>Range%</th>
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<tbody>
<tr>
<td>A</td>
<td>95 or above</td>
<td>B</td>
<td>83 - 86</td>
<td>C</td>
<td>70 - 76</td>
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<tr>
<td>A-</td>
<td>90 - 94</td>
<td>B-</td>
<td>80 - 82</td>
<td>D</td>
<td>60 - 69</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
<td>C+</td>
<td>77 - 79</td>
<td>F</td>
<td>59 or less</td>
</tr>
</tbody>
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### Grade Disputes

Any grade disputes follow the 24-7 rule:

- Discussion of grades will be conducted 24 hours after receiving the graded assignment.
- Grade disputes must be discussed within one week of receiving the graded assignment.
- Discussion will only be conducted outside of class – either during office hours or by appointment.

### Course Calendar

The course is outlined in the [modules](#) and you can find all assignments in order in the course summary below.