

ENC1145: Topics in Composition

Writing About Feminism

Spring 2024

Course Information

Course Number	Section	Location	Meeting Times
12510	35G8	MAT 0118	MWF Per. 8 (3:00-3:50PM)

Instructor Information

Instructor of Record Karen Libby	Email kmlibby97@ufl.edu	Office Location & Hours Turlington 4413
Co-Instructor Anomitra Paul	Email an.paul@ufl.edu	W & F 1:30-2:30 PM Other times available by appointment

General Information

Description

Writing About Feminism will explore works of writing that present, expand, and critique ideas of American feminism. Through reading and writing various texts, we will explore the impact of writing on the development of the feminist movement. We will focus on the mid-to-late twentieth century, as the development of cheap, accessible printing technologies during this period led to a diverse range of voices suddenly participating in discussion of feminist issues. We will also generate our own analytical writing about the feminist movement.

This class seeks to explore the following questions: How did feminists use publishing to communicate their ideas? How was publishing used to reveal and interrogate problems within the movement? How did publishing connect previously separated voices to construct a more expansive, inclusive feminist framework? This class will pay attention to how writing fosters intersectionality between feminism and other social movements, such as those surrounding race, class, disability, and sexuality.

Readings include, but are not limited to, informative periodicals like newsletters and newspapers; literary texts published by feminist- and women-run publishing houses; and self-published mini-magazines, AKA “zines.” Assignments include informal reflection papers, analyses of course readings, a creative zine, and a final argumentative essay.

Course Objectives

At the end of this course, students will be able to:

- ❖ Plan, develop, and polish insightful analytical writing of various forms
- ❖ Identify and interpret rhetorical methods of persuasion and argumentation
- ❖ Incorporate (and cite) secondary texts to support claims
- ❖ Present and support original arguments about the role of print in the construction of American feminism

General Education Objectives

Composition or Humanities and Writing Requirement

This course confers General Education credit for either Composition (C) or Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).

Composition courses provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission. Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes, and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. **To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.** This means that written assignments must meet minimum word requirements totaling 6000 words.

General Educated Learning Outcomes

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication, and critical thinking:

- ❖ **Content:** Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the academic discipline.
- ❖ **Communication:** Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- ❖ **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Materials

Required Texts

Texts have at least one freely available print copy or e-book through the UF library or the Alachua County Public Library. You are encouraged to purchase or rent, when possible, to give those unable to purchase access to library copies.

Jaime Harker and Cecilia Konchar Farr: *This Book is an Action: Feminist Print Cultures and Activist Aesthetics*, University of Illinois Press, 2016. **One print copy available on Course Reserves.**

Cherríe Moraga & Gloria Anzaldúa: *This Bridge Called My Back, Fortieth Anniversary Edition: Writings by Radical Women of Color*, SUNY Press, 2021. **Unlimited E-book access available on Course Reserves.**

Kristen Hogan: *The Feminist Bookstore Movement: Lesbian Antiracism and Feminist Accountability*, Duke University Press, 2016. **Unlimited E-book access available on Course Reserves.**

Secondary Readings

Smaller readings, such as stories, excerpts, articles, or individual poems not included in the above list will be available electronically through Canvas, Course Reserves, and/or the UF library database.

Assignments and Grade Distribution

Reflections (1 @ 300 & 2 @ 350 words each, 1000 words total) (150 points total)

Students will reflect on their goals, engagement, and understanding of the class and its themes three times throughout the semester.

Discussion Boards (8 @ 125 words each, 1000 words total) (100 points total)

Prior to class meetings, students will generate ideas about class readings and topics. These ideas will be used to guide class discussions.

Text Analysis (1500 words) (100 points)

Students will pick a primary text from the first half of the semester and develop an interpretive analysis of the text.

Zine + Artist Statement (600 words) (100 points)

After the zine unit, students will create a zine in which they discuss an issue related to feminism. Zines will be paired with artist statements discussing the rhetorical choices the students made to communicate their intent.

Pick-a-Text (400 words) (100 points)

Students will find and read a text from the last five years that engages with feminist ideas. Then, students will write a short analysis of their selected text. Finally, students will share their text and analysis with the class.

Final Paper Drafts and Peer Review (50 points)

Students will submit drafts of their final papers, exchange drafts with a peer, and provide constructive feedback on improving the peer's paper. Students who submit a draft but do not review a peer's paper will earn zero points.

Final Paper (1500 words) (200 points)

Students will develop a unique analysis of a chosen text and write an analytical paper supporting their argument, incorporating secondary sources.

Engagement (100 pts)

This will not be a lecture-heavy class. Literature education requires active discussion and idea-sharing. I will do my best to foster a welcoming, positive environment. The engagement grade will be determined holistically, considering contributions to in-class and asynchronous discussions, engagement with readings, small-group activities, completion rate of assignments and in-class activities, attendance, and other factors. Students will reflect on their participation and engagement throughout the semester, after which I will assign the final grade.

ASSIGNMENT	WORDS	POINTS
3 REFLECTIONS	1000	150
DISCUSSION BOARDS	1000	100
TEXT ANALYSIS	1500	150
ZINE	600	100

PICK-A-TEXT	400	100
DRAFTS/PEER REVIEW	0	50
FINAL PAPER	1500	250
ENGAGEMENT	0	100
TOTAL	6000	1000

GRADING

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93 (4.0)	92-90 (3.67)	89-87 (3.33)	86-83 (3.0)	82-80 (2.67)	79-77 (2.33)	76-73 (2.0)	72-70 (1.67)	69-67 (1.33)	63-66 (1.0)	62-60 (0.67)	59- (0)

GRADING RUBRIC

A	An “A” grade indicates that the project showcases insightful thought through complex analysis backed up by textual evidence, clear thesis, smooth integration of evidence through quoting/paraphrasing of primary and secondary texts, consistent use of clear language (transitions, diction, spelling, grammar). The project generates interest and shows commitment on the part of the writer. The organization of the project supports its argument. If materials are referenced, proper MLA citation style is used. There is a strong, argumentative conclusion. “A” papers are outstanding.
B	A “B” grade paper has many of the qualities of an “A” grade but needs polishing to get it to an “A.” The thesis and argument are clear but may be less complex. Textual evidence is used to support the argument but is not always well-integrated or fitting with the thesis. Language may have lapses in clarity but is still understandable. The project attempts to generate interest and commitment. Organization is clear but may have lapses. If materials are referenced, MLA citation is attempted, but there may be some errors. Conclusion may rely on summary. “B” papers are papers that express a solid argument but do so less consistently than those awarded an “A.”
C	A “C” paper is satisfactory. The project has a thesis and argument, but they are unclear and/or less developed. Thesis may also be stating a fact rather than positioning an argument. Evidence is insufficient or does not support the thesis. There are major lapses in clarity that begin to impact the understandability of the paper. Papers may rely on summary rather than analysis. Conclusion is unclear and relies on summary. Organization may be confusing. Paper may have insufficient citation practices. “C” papers are satisfactory but need further polishing to make their arguments persuasive.
D	A “D” paper is unsatisfactory. Thesis and argument, if present, are weak, unargumentative, and unsupported. There is little evidence to support the thesis, and citation practices are unsatisfactory. Paper is significantly unclear and/or difficult to follow. “D” papers fail to fulfill a major component of the assignment.
E	An “E” paper is significantly unsatisfactory. Project is incomplete, plagiarized, and/or does not meet the requirements of the assignment. The word minimum is not met.

Course Policies

COVID-19

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.uf for screening/testing and vaccination opportunities.

- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

Attendance

In a course with discussion-style instruction, your presence is necessary! Students who miss six or more classes cannot pass the class. Excused reasons for absence include illness, religious holiday, university-sponsored sport or related travel, Title IX-related incident, legal obligations, and personal or familial emergency, [and other situations noted here](#). For planned absences (university-sponsored activities and religious holidays), inform me at the beginning of the semester. For surprise circumstances, inform me ASAP, before the absence if possible, and within a few days if not. Documentation for absences may, but will not always, be requested. Note that missing a *double* session (Tuesdays) counts as 2 absences.

Tardiness

Arriving late to class disrupts the discussion. If you arrive after attendance is taken, see me after class to confirm your attendance. 3 tardies equals 1 absence.

Late Assignments

If you want to request an assignment submission extension, communicate the request **by five p.m. the day before the assignment is due**. Early notice for extensions allows me to adjust my grading schedule appropriately. Late papers without an agreed extension will receive deducted points for each day late. All late work must be submitted within two weeks of the original deadline, or by the last day of class, whichever comes first. **No work will be accepted after April 24th**.

Environmental Sustainability

Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)

University Policies

Academic Honesty

Students are required to be honest in their coursework, may not use notes during quizzes or exams, and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students and may result in failure of the assignment in question and/or the course. For University of Florida's honor code, [click here](#).

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted [online here](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students online.

Sexual Harassment

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. [Full policy can be found here](#).

Student and Crisis Resources

University Writing Studio

The [UF Writing Studio](#) offers tutoring appointments for UF undergraduate and graduate students. Students bring writing drafts to their appointments and receive constructive feedback and tutoring from trained studio tutors, usually other undergraduate students. Students may make up to two appointments per week.

Disability Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Contact the [Disability Resources Center](#) for information about available resources for students with disabilities.

I strive to create an equitable, welcoming class environment. While I must receive a documented DRC accommodation to make major changes to the class, I encourage students to come talk to me about *any* access needs, even ones without associated diagnoses. I will do what I can to best ensure all students have the resources necessary to thrive in my class.

Hitchcock Field & Fork Food Pantry

[The Hitchcock Field & Fork Pantry](#) offers free grocery staples and fresh produce to all UF students, faculty, and staff experiencing food insecurity. Field & Fork defines food insecurity as “A person experiences food insecurity when they can't access food in either the *amount* or *nutritional quality* that meets their needs.” No proof of insecurity is required to receive resources. No questions are asked. **Gator1 ID cards are needed to access resources.**

Counseling and Wellness Center

[The Counseling and Wellness Center](#) offers mental health support and resources to students, including support with college-related struggles and general mental health services. More info at (352)392-1575.

Office of Victim Services

Students who have experienced a crime, assault, or harassment are invited to contact the [UFPD Office of Victim Services](#), a free and confidential service that provides victim-survivors with emotional support, counselling referrals, victim advocacy, accompaniment to criminal justice processes, and more. Victim-survivors are not required to make a police report or press charges to access OVS resources.

Alachua County Crisis Center

[The Alachua County Crisis Center](#) is a non-UF-associated, non-GDP-associated help center for Alachua County residents experiencing traumatic events or crisis. ACCC services include: 24/7 crisis phone line at (352) 264-6789; appointment, walk-in, and group crisis counselling; on-demand crisis intervention; national suicide hotlines; local disaster information; community education; and more.

Peaceful Paths Domestic Abuse Network

[Peaceful Paths](#) is a domestic violence center that serves survivors in Alachua and nearby counties. Services include “emergency shelter, 24-hour helpline, victim advocacy, children’s programming, economic empowerment education and support, crisis counseling and support groups, community awareness and intervention, and violence prevention programs.”

Course Schedule

NOTE: course schedule is subject to change

Week	Date	Topic	Daily Task/Reading	Due
Week 1	1/8/24 1/10/24 1/12/24	Welcome & Foundations	M: [Introductions] W: [Foundations] F: [Foundations]	
Week 2	1/15/24 1/17/24 1/19/24	Foundations	M: School holiday—no class W: <i>This Book is an Action</i> introduction F: Ramzi Fawaz: “How to Read and View” and Roger Maioli: “Interpretive Problems”	Introductory Reflection
Week 3	1/22/24 1/24/24 1/26/24	Feminist Periodicals	M: WomaNews: Gainesville’s Feminist Newsletter July 1975 & May 1976 W: WomaNews: New York City’s Women’s Liberation Newsletter iss. 1.2 & 2.1 F: <i>This Book is an Action</i> ch. 2	Disc. post
Week 4	1/29/24 1/31/24 2/2/24		M: Lesbian Tide iss. 2.5 W: <i>Information Activism</i> ch. 1 F: [Writing Instruction Day]	Disc. post
Week 5	2/5/24 2/7/24 2/9/24	Feminist Presses	M: <i>The Black and White of It</i> “A Meeting of the Sapphic Daughters” W: Poetry selections [TBD] F: <i>This Book is An Action</i> ch. 1	Disc. post
Week 6	2/12/24 2/14/24 2/16/24		M: <i>This Bridge Called my Back</i> excerpts W: <i>This Bridge Called my Back</i> excerpts F: “An Archive of Accounts: This Bridge Called My Back in Feminist Movement”	Disc. post
Week 7	2/19/24 2/21/24 2/23/24		M: <i>This Bridge Called My Back</i> excerpts W: <i>This Bridge Called my Back</i> excerpts F: [Writing Instruction Day]	Disc. post
Week 8	2/26/24 2/28/24 3/1/24	Comics	M: Introduction to the comics underground W: <i>Dynamite Damsels</i> F: Margaret Galvan: In Visible Archives ch. 2	Disc. post
Week 9	3/4/3 3/6/24 3/8/24		M: Alison Bechdel: <i>Dykes to Watch Out For</i> W: Susan Kirtley: “The Personal is Political: Dual Domesticity in Dykes to Watch Out For” F: Alison Bechdel: <i>Dykes to Watch Out For</i>	Mid-Semester Reflection Text Analysis
Week 10	3/11/24 3/13/24 3/15/24	Spring Break		
Week 11	3/18/24 3/20/24 3/22/24	Zines	M: Selected Riot Grrrl zines W: Selected Riot Grrl zines F: <i>Girl Zines</i> ch.	Disc. post

Week 12	3/25/24 3/27/24 3/29/24		M: Mimi Thi Nguyen: Evolution of a Race Riot W: <i>Making Feminist Media</i> part 1 section 1 F: [Writing Instruction Day]	Zine
Week 13	4/1/24 4/3/24 4/5/24	Feminist Bookstores	M: <i>Feminist Bookstore News</i> iss. # Feminist Bookstore News iss. 1.1, 6.4/5 W: <i>Feminist Bookstore News</i> iss. # F: <i>Feminist Bookstore Movement</i> ch. #	Disc. post
Week 14	4/8/24 4/10/24 4/12/24		M: <i>Feminist Bookstore Movement</i> ch. # W: <i>Feminist Bookstore Movement</i> ch. # F: " Wild Iris Books to close Dec. 23 " "Despite Small Footprint, Wild Iris Delivers Big on Mission"	
Week 15	4/15/24 4/17/24 4/19/24	Where are We Now?	M: [Discussion of chosen texts] W: [Discussion of chosen texts] F: [Writing Instruction Day]	Pick-a-Text
Week 16	4/22/24 4/24/24	Course Wrap-Up	M: <i>This Book is an Action</i> ch. 4 W: [Peer Review]	Closing Reflection Peer Review

Final papers due April 29th. No work will be accepted after April 29th