

U.S. Women of Color

WST 3930 Section 1390

Dr. Evans - Spring 2010

Updated January 3, 2010

[draft]

Dr. S. Y. Evans

Phone: 352-273-0392

Class Location: LIT 205

Meeting Times: Tues. 12:50-1:40 pm
Thurs. 12:50-2:45pm

Departments: UF African American Studies/Women's Studies

Email: drevans@ufl.edu Website: www.ProfessorEvans.com

Office Location: 304 Ustler Hall

Office Hours: Tuesdays/Thursdays 9:00 am - 10:00 am
or by appointment

Teaching Assistant

Toni Williams ewilliams1@ufl.edu

COURSE DESCRIPTION

In this course, we will discuss the intersection of race, ethnicity, sex, and gender in the historical and contemporary experience of (mainly) Native American, Asian American, African American, and Latina women. The course is designed to enhance understanding of how racism and sexism function in the political, social, and economic systems of U.S. women of color (WOC) and how these communities have formed networks of resistance. The focus of this class will be WOC as producers of knowledge and their engagement with self definition.

MAIN TOPICS OF COURSE:

General

- Functional history of education
- Holistic teaching and learning
 - (Excellence) Ecology, questions, competence
 - (Ethics) Humanization, socialization, professionalization
- Higher education and empowerment (voice)
- Identity (race, gender, class and other indicators like age, body style, religion, ancestry, and location)
- Demographic and geographic mapping (Census records as example of primary document interpretation)
- Disciplinary theory (different ways to explain things)

Particular

- Autobiography and self-definition
- Theoretical reflections of women of color scholars

COURSE OBJECTIVES: Holistic Education (Excellence & Ethics)

- ◆ Human Ecology (Humanization)
 - *To explore aspects of ecology, social location, and history* by studying relationships of identity, education, and voice
- ◆ Question Types (Socialization)
 - *To ask critical questions and debate central issues* the demographic and geographic intersections of race and gender and consider historical and contemporary relevance of WOC intersections
 - *To apply critical and disciplinary analyses to WOC experiences; especially in academe*

- To assist college students in formulating questions and finding systematic ways of gaining mentoring support, through mentoring relationships, during and after college and to increase competence for lifelong learning
- To study how self-possession, resilience, empowerment, and mobility intersects with WOC issues
- ◆ Bases of Competence (Professionalization)
 - *To enhance competence and lifelong learning (managing self, others, tasks, and innovation)* through experiential education and community engagement
 - To explore educational autobiography in a way that clarifies professional goals and guides students to disciplinary and career resources

REQUIRED READING

Books

If you would like to support local--and feminist--booksellers, buy books at:

Wild Iris Books 802 W University Ave. 352-375-7477 (Also available online or through UF bookstore)

Main Text: Gloria Anzaldúa, *This Bridge We Call Home: Radical Revisions for Transformation*

US Census Websites

<http://www.professorevans.com/Census%20Info.asp>

Group book options (Students will be assigned 2 of the 4 books, in groups):

- Lee Maracle, *I am woman: A Native Perspective on Sociology and Feminism*
- Esmeralda Santiago, *When I was Puerto Rican*
- Charlene Hunter Gault, *In My Place*
- M. Elaine Mar, *Paper Daughter*

Articles

- Zenobia Chan, "Cooking Soup to Writing Papers: A Journey Through Gender, Society, and Self." *International Journal of Women's Studies*. Vol. 4, no. 1 (2002), http://www.bridgew.edu/soas/jiws/fall02/cooking_soup.pdf
- Maxine Baca Zinn and Bonnie Thornton Dill, "Difference and Domination." *Introduction to Women of Color in U.S. Society*. http://www.temple.edu/tempres/chapters/657_ch1.pdf
- Anita Tijerina Revilla, *Inmense Fe en la Victoria: Social Justice through Education*. *Frontiers: A Journal of Women's Studies*, vol. 24, no. 2 & 3, 2003, pp. 282-301
- Stephanie Evans. "I Was One of the First to See Daylight": Black Women at Predominantly White Colleges and Universities in Florida since 1959. *Florida Historical Quarterly* (Volume 85, No. 1, 2006). <http://plaza.ufl.edu/drevans/FHQ.htm>

Other articles TBA

General

- Functional history of education
- Holistic teaching and learning
- Empowerment (voice)
- Identity (race, gender, class and other indicators like age, body style, religion, ancestry, and location)
- Demographic and geographic mapping (Census records as example of primary document interpretation)
- Disciplinary theory (different ways to explain things)

Particular

- Autobiography and self-definition

- Theoretical reflections of women of color scholars

GRADED ASSIGNMENTS

1 WOC & academics paper (5 pp)	50 points
2 Educational Autobiography (5 pp)	50 points
3 Discussion questions	50 points
4 Two short response papers (3-5pp)	100 points
5 In-class Blue Book quiz	50 points
6 Debates (1 debate, 2 judging)	150 points
7 Group book presentation	100 points
8 Final research paper (8-10 pp)	110 points
9 Attendance	40 points
TOTAL	700 POINTS

*Possible extra credit 25 points

GRADE SCALE (updated Spring 2010)

A 95 - 100 %	<i>Outstanding</i>
A- 90 - 94	<i>Excellent</i>
B+ 87 - 89	<i>very good</i>
B 84 - 86	<i>good</i>
B- 80 - 83	<i>nice work</i>
C+ 77 - 79	<i>completed requirements well</i>
C 74 - 76	<i>completed requirements</i>
C- 70 - 73	<i>barely completed requirements</i>
D+ 67 - 69	<i>requirements not fulfilled</i>
D 64 - 66	<i>poor work</i>
D- 60 - 63	<i>very poor work</i>
E below 60 %	

According to University policy, a C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or College Basic Distribution Credit.

EVALUATION CRITERIA (Content, Structure, Sources)

<http://www.professorevans.com/TravisBroadEvans%20Grading%20Rubric.pdf>

Unless otherwise noted, grades will be assigned in the following three areas:

- **Structure** (Organization with unified beginning, middle, and end; clear flow of ideas in paper and appropriate transitions; paragraphs and sentence structure; proper punctuation and appropriate language, evidence of editing errors)
- **Content** (Clear main idea, relevant question, answer that matches the question type, thesis, argument development)
- **Sources** (Valid sources that support but also complicate argument, appropriate scholarly journals, books, and dissertations; use primary documents with nuanced interpretation; correct citation in text and bibliography; correct citation style for academic discipline—either MLA, APA, Chicago)

ASSIGNMENT DETAILS

General

- Functional history of education

- Holistic teaching and learning
- Empowerment (voice)
- Identity (race, gender, class and other indicators like age, body style, religion, ancestry, and location)
- Demographic and geographic mapping (Census records as example of primary document interpretation)
- Disciplinary theory (different ways to explain things)

Particular

- Autobiography and self-definition
- Theoretical reflections of women of color scholars

1 WOC & academics paper (5 pp) 50 points

Search books and scholarly journals for a topic relevant to your major (search "medicine," "health," "psychology," "business," "education," "engineering," "law," "history." etc. - from off campus, you must access through Remote Login.). Write a 3-4page paper discussing how your academic interests intersect with race and gender. Make sure to engage at least 2 relevant theories from your reading and discuss how those ideas intersect with WOC experiences, ideas, and perspectives. Your paper must include two books, two scholarly articles, a reference to one class lecture/discussion/worksheet, and one citation from the either course text. Include a bibliography immediately after the paper conclusion (use proper citation style for your academic discipline--this will help you format your final paper). No title page is needed.

2 Educational autobiography 50 points

Using sources from class and the following three frameworks, define yourself in three pages (750 words max).

*A. Ecology & Standpoint

- Ecology (Richards) <http://www.professorevans.com/Worksheets%20&%20data.asp>
- Cultural Identity <http://www.professorevans.com/CulturalIdentityWorksheet.pdf>
- Social Location: Self, Communities, Institution/Nation, World (Kirk & Okazawa Rey)
- Personal history of education (locations, key events/people, books, challenges, & victories)

* B. Questions, Values, & Philosophy

- What is the main question you have about education?
<http://www.professorevans.com/Six%20Types%20of%20Questions.asp>
- Educational beliefs / philosophy
- Values <http://www.professorevans.com/Values.asp>

* C. Academic & Professional Goals & Competence

- Educational goals and reason for choosing major
- Professional goals
- Three academic/professional role models (in three different eras of history--must share your major or job)

Extra Credit Opportunity: *The NIA Project* <http://www.niastatement.net/>

For 5 points of extra credit, the Educational Autobiography assignment can be made into a “3-D” personal statement.

A. Write the “Educational Autobiography” assignment in a three part structure:

- Haiku
- Spoken word
- Standard essay (this part is already done on the assignment)

FOR COMPLETE INSTRUCTIONS SEE: <http://www.niastatement.net/NIA%20instructions.html>

* Even if you choose not to do the extra credit, look at the online resources (especially the Def Poetry samples and MyPLAN.com) for additional sources for your essay.

2 Discussion questions **50 points**

Each group of students (usually 2-3) will facilitate discussion of the assigned reading. Facilitation groups will lead a discussion about the main themes in the day's reading by identifying 3-5 main concepts and presenting a series of 4-5 questions per person for the class to consider. Do not provide an extensive summary (because surely all students will have read and are prepared!), but outline the main points in the chapter to add to the study guide and offer questions to explore the chapter content. Type up your questions (with page references), and turn them in with a 1 page analysis on the day of your facilitation. Dr. Evans will give contextual mini-lectures during and after class discussion.

3 Two short response papers (3-5pp) **100 points**

Write two mini-paper responses on issues within the reading sections that intersect with your academic discipline (paper one engaging the Native American & Hispanic reading; paper two on African American & Asian sections). In each paper, reference and cite one book, one article, one course lecture, and four citations from either course text. These mini-papers will feed into your final paper.

4 In-class quiz (bring blue book) **50 points**

You will have 50 minutes to answer 5 identification, 5 short answer, and 1 essay question. Bring a Blue Book (available at the UF bookstore); exams turned in on loose paper will incur a 3-point penalty. The quiz will be open note, but NO books will be allowed. Dictionaries will be permitted. Points will be awarded for content and structure, ability to present observations with appropriate citations, and use of scholarly evidence to support reasonable arguments. Points will be deducted for severe illegibility.

5 Debates (1 debate, 2 judging) **150 points**

On three occasions there will be class debates. Teams will be assigned beforehand and the debate question will be revealed a week before the debate. Teams will be assigned and the question revealed, but teams will not know what side they will argue (affirmative or negative) until the day of the debate. Each student on the team will be expected to speak for 3 minutes. There will be one opportunity for rebuttal (3 minutes) and one closing statement (5 minutes) for each side. Part of the class will debate while the other part judges; each team will debate once and judge twice. Participation points will be assigned for debating and for judging. For each debate **all** students (whether judging or debating) will turn in a 2-3 page paper outlining what side they would argue and include 3 pieces of evidence to support that argument--the paper is due at the beginning of class on the day of the debate. The make up for missing either debate will be a 6-8 page paper.

6 Book group presentation **25 points**

There will be 8-10 members of each group. Members will read a book and in the presentation address how the text relates to their major and highlight important points about the intersection of race and gender. As a group, make sure to: introduce the author, summarize the book, identify main themes of historic interest and contemporary interest, and outline the "So What?" aspect (critical analysis beyond summary). Then, facilitate discussion about relevant ideas the text raises.

7 Final research paper (9-10 pp) **110 points**

There will be no final "exam" for this class. Grades will be given for the final research paper (9-10 pages, including 1-page bibliography). The grading rubric will be distributed well in advance of the assignment due date. Part of the final paper grade will be the paper topic proposal (5 points), source material (10 points), and first draft (15 points). Final papers are due AT THE BEGINNING OF CLASS on the last day of class. Late papers will be graded down one grade (A to B+, B+ to B, etc.) each day the paper is late. The culminating paper for the class will critically examine intersections of race and gender in three aspects: 1) the contribution of WOC to academic knowledge production; 2) concepts of self-definition; and 3) students' academic interests.

Grading criteria:

- **Writing Process (35 points)**
 - ✓ Topic proposal (5 points)
 - ✓ Working bibliography, ten citations (5 points)
 - ✓ Outline (5 points)
 - ✓ First draft, 5 pages (10 points)
 - ✓ Second draft, 10 pages (10 points)

- **Final Paper (100 points)**
 - ✓ Historical and empowerment reference (5 points)
 - ✓ Holistic education models (10 points)
 - ✓ Five comparative definitions of ‘autobiography’ (5 points)
 - ✓ Women of Color (Cite Chan, Zinn & Thorton, and Revilla) (5 points):
 - ✓ Disciplinary framework (5 points): consider how the your agency work engages any of the following disciplines:
 - Health, medicine, and life sciences
 - Business, journalism, and communication
 - Education, fine arts, and the humanities (history, literature, philosophy etc.)
 - Law and social science (sociology, psychology, social work etc.)
 - ✓ Six cited references from This Bridge We Call Home & 2 course sources (20 points)
 - ✓ Two newspaper articles (one prior to 1980, one after 1980) and 1 dissertation (15 points)
 - ✓ Two cited references from scholarly journal articles (10 points)
 - ✓ Writing mechanics, paper structure (15 points)
 - ✓ Reflection on critical issue in your chosen profession (10 points)

8 Attendance (approx. 1/2 point per day) 40 points

Sign in at every class session; attendance will be taken from the sign in sheet in order to eliminate attendance oversights. In case of disputed absences, the sign in sheet will be considered the verification of records. This grade also reflects *consistent, informed, and thoughtful* contributions to class.

- Those who miss more than three classes due to medical illness might consider dropping the course in accordance with the UF illness guidelines. Students should consult the attendance policy <http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html> of the *University of Florida Catalogue*. Students are expected to take notes on the assigned readings and review notes before coming to class. *Be in class on time and to stay until class is finished.* Do not show up 10 minutes into a class and expect to be counted present. Be on time to sign in.
- On the fifth missed class, (regardless of reasons), there will be a ten- point penalty to your final grade. This is a discussion-centered course, attendance and participation are very important parts of your grade. Absences count and excessive tardiness will be counted towards absences.

SEMESTER AT A GLANCE

	Tuesday	Thursday
Week		
1: Jan 5-7	<p>Introductions & Overview; Defining WOC; Classroom expectations</p> <p>Course themes Tools (Course structure: WHAT? SO WHAT? NOW WHAT?)</p> <p>What? Functional History of</p>	<p><u>Reading:</u> Chan, "Cooking Soup to Writing Papers"</p> <p><i>This Bridge Called My Back</i>--origins of contemporary WOC studies</p>

	<p><u>Education</u>: History can solve problems Problem: Lack of educational voice = powerlessness (preparedness, access, curriculum)</p> <p><u>So What?</u> <u>Holistic teaching & learning</u>: Holistic education can give voice Explore aspects of social justice education (humanization, socialization, professionalization) & provide structure for rigorous education (ecology, questions, competence)</p> <p><u>Now What?</u> <u>Models of Inspiration</u> Manufacturing Empowerment</p>	<p>TA Introduction</p> <p>Lecture: ecology and social location; WOC & Academic Disciplines</p> <p>~Sign up for facilitation~</p>
2: Jan 12-14	<p>Academic Theory papers due Reading: Zinn & Dill, "Difference & Domination"</p> <p><u>BRIDGE</u> # 50. Imagining Differently: The Politics of Listening in a Feminist Classroom * Foreword: AfterBridge</p>	<p>American Indian/Native American I</p> <p>American Indian/Native American Census Information: Population Data & "We the People" Special Report</p> <p><u>BRIDGE</u>: # 39. Vanish is a Toilet Bowl Cleaner</p>
3: Jan 19-21	<p>NA II</p> <p><u>BRIDGE</u> # 27. "What's Wrong With a Little Fantasy?" Storytelling from the (Still) Ivory Tower # 46. Looking for Warrior Woman</p>	<p>Hispanic/Latina</p> <p><i>Hispanic/Latino Census Information: Population Data & "We the People" Special Report</i></p> <p><u>BRIDGE</u> 14. Gallina Ciega: Turning the Game on Itself 25. In the End (al Fin) We are All Chicanas (Somos Todos Chicanas) pivotal positions for change</p>
4: Jan 26-28	<p>Hisp/Lat II</p> <p><u>BRIDGE</u> 49. Survival 52. Aliens and Others in Search of the Tribe in Academe 67. The Latin American and Caribbean Feminist/Lesbian Encuentros: Crossing the bridge of Our Diverse Identities</p>	<p>Short Paper I due African American</p> <p><i>African American Census Information: Population Data & "We the People" Special Report</i></p> <p><u>BRIDGE</u> 54. Notes from a Welfare Queen in the Ivory Tower</p>

<p>5: Feb 2-4</p>	<p>AfAm II</p> <p><u>Article</u>: Dr. Evans, "First to See Daylight"</p> <p><u>BRIDGE</u> 44. Standing on This Bridge 55. Being the Bridge: A Solitary Black Woman's Position in the Women's Studies Classroom as a Feminist Student and Professor</p>	<p>Asian American</p> <p><i>Asian American Census Information: Population Data & "We the People" Special Report</i></p> <p><u>BRIDGE</u> 58. The Cry-Smile Mask: A Korean-American Woman's System of Resistance</p>
<p>6: Feb 9-11</p>	<p>AsAm II</p> <p><u>BRIDGE</u> 17. Living Fearlessly With and Within Difference: My Search for Identity Beyond Categories and Contradictions 42. For My Sister: Smashing the Walls of Pretense and Shame</p>	<p>Whiteness & Mixed Race</p> <p><i>Gender & Multi-racial Census Information: Population Data & "We the People" Special Report</i></p> <p><u>BRIDGE</u> 5. Engaging Contradictions 8. Thinking Again: This Bridge/Back and the Challenge to Whiteness 16. The Hipness of Mediation: A Hyphenated German Existence 69. Tenuous Alliance</p>
<p>7: Feb 16-18</p>	<p>Arab American & "Others"</p> <p><i>Arab Census Information: Population Data & "We the People" Special Report</i></p> <p><u>BRIDGE</u> 7. Bridging Different Views: Australian and Asia-Pacific Engagements with <i>This Bridge/Back</i> 13. Los Intersticios: Recasting Moving Selves 22. Shades of a Bridges Breath 30. The "White" Sheep of the Family: But <i>Bleaching</i> is Like Starvation 43. Resisting the Shore</p> <p>Short Paper II due</p>	<p>Comparative autobiography theory (bring 5 definitions)</p> <p>Exam Review</p>
<p>8: Feb 23-25</p>	<p>In-class Quiz</p>	<p>ToniWilliams - TA Lecture I Race, sex, & autobiography</p> <p>[LONG BEACH]</p>

9: March 2-4	Educational Autobiography due Final paper discussion / instructions Book group meeting	Toni Williams - TA Lecture II WOC Theories Debate lecture Book I - <i>I am woman: A Native Perspective on Sociology and Feminism</i>
10: March 9-11	Debate I	Book II - <i>When I was Puerto Rican</i>
11: March 16-18	Debate II	Book III - <i>Paper Daughter</i>
12: March 23-25	Debate III	Book IV - <i>In My Place</i> Topics Due
13: March 30- Apr 1	Sources Due <u>BRIDGE</u> 61. Healing Sueños for Academia	TA research lecture <u>BRIDGE</u> 53.The Fire in My Heart
14: Apr 6-8	First Draft Due In class peer review	<u>BRIDGE:</u> 56. This World is My Place 80. now let us shift...the path of conocimiento...inner work, public acts
15: Apr 13-15	Presentation I	Presentation II
16: Apr 20	Presentations III LAST DAY Final Paper Due	

IMPORTANT INFORMATION

OFFICE HOURS, SPECIAL NEEDS, AND CAMPUS RESOURCES

Please come and see me during office hours about ANY questions, comments, special needs or concerns regarding the course. If my office hours conflict with your schedule, we can set up an appointment. Email or call at any time--allow 48 hours for my response.

- “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” (UF policy). I will be more than happy to work with any campus resource and accommodate needs for any student who

brings a *campus-generated written request within the first two weeks of class* (Disability Resource Center: 392-8565).

- For academic counseling needs, please see me (preferably in the first two weeks of the semester). When these needs are complicated by other counseling needs, please call Student Mental Health Services: (392-1161)
- African American Studies Library Specialist: Merrie Davidson 273-2649 merdavi@uflib.ufl.edu
- Reading & Writing Center <http://at.ufl.edu/rwcenter/index.html>

ACADEMIC HONESTY

All students are expected to know and adhere to the University's guidelines for Academic Honesty (see <http://www.dso.ufl.edu/judicial/academic.htm> for details). I do not tolerate students submitting a collection of ideas without citation--plagiarism whether intended or not. If I have any reason to believe that any student has taken part in "cheating, plagiarism, misrepresentation, bribery, conspiracy, or fabrication," the minimum penalty is a "0" for the assignment and I will complete a faculty adjudication form to submit to the Dean of Students Office. I have had the unfortunate experience of having to turn students in for academic dishonesty; though it is a time-consuming and unenjoyable process, I will not hesitate to report students in accordance with UF policies.

LATE WORK & MAKE UP EXAMS

Late work is accepted. For regular course assignments, a 10% penalty will be applied to all late work. The final paper penalty is one letter grade reduction per day. Work will be considered late after *the beginning* of class on the due date.

WORK EXPECTATIONS

As a professor, students and the university expect me to guide learners to a grounded understanding of the course topic by: 1) presenting relevant, critical, and useful material; 2) offering ideas in a positive, challenging, and engaging manner; 3) facilitating a respectful and collaborative environment; and 4) providing fair evaluation of student work with an eye toward enhancing personal, intellectual, and professional development.

In return, I expect students to be active learners and take ownership-responsibility for their own personal, academic, and professional lives by 1) showing up prepared for class—having studied the material rather than simply skimming assignments; 2) working independently and collectively to critically engage the material in a positive manner; 3) respecting others by being on time, participating, and not interrupting the learning process; and 4) accepting that evaluation will reflect completed assignments not intent or effort: exemplary evaluation will not be awarded for mediocre work.

- **All written assignments are to be typed**, double-spaced using Times Roman 12 font in MS Word with the standard 250 WORDS PER PAGE. [Large fonts such as Arial, Century Schoolbook, Courier New, boldfaced fonts, or Bookman Old Style ARE NOT ACCEPTABLE.] Borders should be the standard (one-inch) and only MLA, APA, or Chicago styles should be used for all written work (use the style of your academic discipline). **Do not** take up extra space on papers by using name, date, course, assignment title as ways to extend the start line of the paper. Do not include a cover sheet. Put all information in the top *right hand corner*, single spaced. Assignment title or paper title may be centered. The professor and your peers will offer feedback on the final paper; take the comments graciously...they are meant to improve your work. Take full advantage of the library and campus writing center resources...your grade (and your professional future) depends on it.
- **Activate your Gator ID, library card, and UF email accounts.** Important notices are sent via email to the class listserv so make sure your UFL email account is functional.
- **DO NOT email assignments** they will not be acknowledged...only hard copies count. Staple all papers or suffer **1 point penalty!** Technical difficulties happen often: back up your work frequently and make sure to complete assignments in plenty of time to print without interfering with class attendance or assignment deadlines.
- **Electronic distractions will count against your participation grade.** TURN OFF ALL CELL PHONES, PAGERS, & BEEPERS BEFORE CLASS! THOUGH COMPUTERS ARE ALLOWED IN

CLASS FOR NOTE TAKING PURPOSES, WHEN THEY INTERFERE WITH YOUR ATTENTION OR PARTICIPATION OR DESTRUCT OTHERS, YOU WILL BE REQUIRED TO SHUT THEM OFF. THIS IS A DISCUSSION BASED COURSE.

- **Do not bring food or eat in class** – it is a distraction...manage time to eat before or after class
- **A note on the learning process, attendance, and participation points.** Dialogue, debate, editing, questioning, and correction are part of the learning process—try to take constructive feedback professionally. I will engage all students, so be prepared to speak when called upon or it will negatively reflect on your participation grade. Conversely, if you talk constantly, do not cite references to back up your arguments, and do not listen to your peers, that does not represent critical participation. My two main question for speaking and writing are simple: 1) WHAT IS YOUR POINT? 2) WHAT IS YOUR SOURCE? If you do not talk at all or talk too much, I might reasonably assume that you do not have a point with valid sources—at the very least, either of these extremes do not represent the best model of participation. As facilitators the professor, TAs, and your peers will respond to your comments and writing using alternative perspectives and editing tools. These responses will replicate the kinds of comments that you can expect to receive in the workplace—from a supervisor assessing your annual performance report at work, a grants-officer evaluating your application for funding, a dissertation director commenting on your thesis, etc. Responses will present strengths and weaknesses and offer suggestions for improvement where necessary. Clear thinking and good writing derive from constant dialogue, debate, and close editing; if you do not want to improve your oral and written communication, this is not the class for you. If you do want to improve your professional preparation, enjoy the process!

This syllabus represents an outline of the course. Details of the course may change; however, students will be notified in advance if there are any changes made.

RECOMMENDED READING

- ◆ Gloria Anzaldúa, Ed. *Making Face, Making Soul (Haciendo Caras): Creative and Critical Perspectives by Feminists of Color*
- ◆ Esmereldo Santiago, *When I Was Puerto Rican*
- ◆ Maxine Hong Kingston, *Woman Warrior*
- ◆ Mary Crow Dog, *Lakota Woman*
- ◆ Sista Souljah, *No Disrespect*
- ◆ Gloria Anzaldúa, Ed. *Making Face, Making Soul (Haciendo Caras): Creative and Critical Perspectives by Feminists of Color*