

U.S. Women of Color

WST 3930 Section 1390
Spring 2008

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Dr. S. Y. Evans

Phone: 352-273-0392

Class Location: Turlington 2333

Meeting Times: Mon., Wed., Fri. 12:50-1:40 pm

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Teaching Assistant: Tatiana Falcon tfalcon@ufl.edu

Office Location: 102A Ustler Hall

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CATALOG 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.

COURSE OBJECTIVES

1. To investigate the demographic and geographic intersections of race and gender
2. To consider historical and contemporary relevance of WOC intersections
3. To apply critical and disciplinary analyses to WOC experiences; especially in academe
4. To learn how self-definition intersects with WOC issues
5. To assist students in producing a final paper useful in academic, personal, and professional development

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

1. Paula Rothenberg, *Race, Class, and Gender in the United States*
2. Gloria Anzaldúa, *This Bridge We Call Home: Radical Revisions for Transformation*

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

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

Grade Scale

1 WOC & academics paper (5 pp)	25 points
2 Discussion questions	20 points
3 Two short response papers (3-5pp)	50 points
4 In-class Blue Book quiz	50 points
5 Debates (1 debate, 2 judging)	30 points
6 Group book presentation	25 points
7 Final research paper (8-10 pp)	70 points
8 Attendance	30 points
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TOTAL	300 POINTS

UF grade scale:

90-100% = A
86-89= B+
80-85= B
76-79= C+
70-75= C
66-69= D+
60-65= D
Less than 60= E

ASSIGNMENT DETAILS

1 WOC & academics paper (5 pp) 25 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 citations 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 Discussion questions 20 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) 50 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) 30 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) 70 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.

8 Attendance (approx. 1/2 point per day) 30 points

On the fifth missed class, (excused or unexcused), there will be a ten- point penalty to your final grade. This is a discussion-centered course, so attendance and participation are very important parts of your grade; absences will be monitored closely and excessive tardiness will be counted towards absences. Students in attendance are expected to 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. 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 2006-2007 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 stay until class is finished.*

SEMESTER AT A GLANCE

	Monday	Wednesday	Friday
Week			
1: Aug 25-29	Introductions & Overview; Defining WOC; expectations	TA Introduction; Race, sex, & autobiography; This Bridge Called My Back--origins of WOC studies	WOC & Academic Disciplines
2: Sept 1-5	Labor Day - No Class	HACKing lecture Academic Theory papers due ~Sign up for facilitation~	American Indian/Native American introduction
3: Sept 8-12	NA I	NA II	Hispanic/Latina introduction
4: Sept 15-18	Hisp/Lat I	Hisp/Lat II Short Paper I due	African American introduction
5: Sept 22-26	AfAm I	AfAm II Review & Debate lecture	Falcon lecture I
6: Sept 29 - Oct 3	Asian American introduction	AsAm I	AsAm II
7: Oct 6-10	Whiteness & Mixed Race	Arab American & "Others" Short Paper I due	Debate I prep
8: Oct 13-17	Debate I	Guest Lecture	Review for exam
9: Oct 20-24	In-class Quiz	Falcon lecture II	No Class - Homecoming Debate II prep
10: Oct 27-31	Debate II	Final paper discussion/instructions	Debate III prep
11: Nov 3-7	Debate III	TA research lecture	Book group meeting
12: Nov 10-14	Book I	cont.	Book II Topics Due
13: Nov 17-21	cont. Sources Due	Book III	cont.
14: Nov 24-28	Book IV	cont.	No Class - Holiday
15: Dec 1-5	First Draft Due In class peer review	Activism	Presentation I
16: Dec 8-10	Presentations II	LAST DAY - Presentations III ~ Final Papers Due ~ Final Paper Due	No class

IMPORTANT INFORMATION

- **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.
- **Do all work in a professional manner.** All written assignments are to be typed, double-spaced using Times Roman 12 (not Arial or 14) font in MS Word. [Large fonts such as 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 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. Put all information in the top right hand corner, single spaced. Assignment title or paper title should be centered. Work will be considered late after the beginning of class on the due date and will be graded down one full letter grade if received after class. **DO NOT email assignments** they will not be acknowledged...only hard copies count. Staple all papers!
- **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). If I have any reason to believe that any student has taken part in "cheating, plagiarism, misrepresentation, bribery, conspiracy, or fabrication," I will complete a faculty adjudication form and pursue the highest available sanction on the student. I have had the unfortunate experience of having to turn students in for academic dishonesty; though it is a time-consuming and un-enjoyable process, *I have been successful in the adjudication process and will not hesitate to report students suspected of dishonesty to the Dean of Students Office in accordance with University of Florida policies.*
- **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.

Reminders:

- ✓ Activate your Gator ID, library card, and UF email accounts immediately.
- ✓ Read all assignments BEFORE class.
- ✓ Bring notes and questions everyday. Come to class ready to discuss detailed aspects of the reading; the class will not be time for basic summaries or uninformed rants.
- ✓ TURN OFF ALL CELL PHONES, PAGERS, & BEEPRS BEFORE CLASS!

SEMESTER READING SCHEDULE

RACE = Rothenberg
BRIDGE = Anzaldua & Keating
(Numbers indicate reading # in books, not page #)

Week 1

Monday

Discussion: Introductions & Overview; Defining WOC; expectations

Wednesday

BRIDGE:

50. Imagining Differently: The Politics of Listening in a Feminist Classroom

* Foreword: AfterBridge

Friday

RACE:

Part I, #1. Racial Formations

Part IX, #1. Age, Race, Class, and Sex: Women Re-defining Difference

Week 2

Monday

Labor Day - No Class

Wednesday

RACE:

Part II, #9. Class in America--2006

Friday

American Indian/Native American Census Information: Population Data & "We the People" Special Report

Week 3

Monday

RACE:

Part VII, #1. Indian Tribes: A Continuing Quest for Survival, U.S. Commission on Human Rights

Part VII, #15. Elk v. Wilkins, November 3, 1884

Part VI, #1. Civilize Them With a Stick

Wednesday

BRIDGE:

27. "What's Wrong With a Little Fantasy?" Storytelling from the (Still) Ivory Tower

39. Vanish is a Toilet Bowl Cleaner

46. Stolen Beauty

Friday

Hispanic/Latino Census Information: Population Data & "We the People" Special Report

Week 4

Monday

BRIDGE:

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

49. Survival

RACE:

Part VI, #4. The Myth of the Latin Woman: I Just Met a Girl Named Maria

Wednesday

BRIDGE:

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

Friday

African American Census Information: Population Data & "We the People" Special Report

Week 5

Monday

RACE:

Part VII, # 2. An Act for the Better Ordering and Governing of Negroes and Slaves, South Carolina, 1712

Part VII, # 3. The "Three-Fifths Compromise": United States Constitution Article I, Section 2

Part VII, # 4. An Act Prohibiting the Teaching of Slaves to Read

Part VII, # 9. The Emancipation Proclamation, Abraham Lincoln

Part VII, # 10. U.S. Constitution: 13th (1865), 14th (1868), and 15th (1870) Amendments

Part VII, # 16. Plessy v. Ferguson, 1896

Part VII, # 19. Brown v. Board of Education of Topeka, 1954

Wednesday

Article: Dr. Evans, "First to See Daylight"

BRIDGE:

44. Standing on This Bridge

54. Notes from a Welfare Queen in the Ivory Tower

55. Being the Bridge: A Solitary Black Woman's Position in the Women's Studies Classroom as a Feminist Student and Professor

Friday

Falcon lecture I

Week 6

Monday

Asian American Census Information: Population Data & "We the People" Special Report

Wednesday

RACE:

Part VI, # 2. Then Came the War

Part VII, # 7. People v. Hall, 1854

Part VII, # 14. California Constitution, 1876

Part VII, # 18. Korematsu v. United States, 1944

Friday

RACE:

Part III, # 6. Asian American?

Part VI, # 6. Suicide Note

Part VI, # 23. Finding My Eye-Dentity

BRIDGE:

- 17. Living Fearlessly With and Within Difference: My Search for Identity Beyond Categories and Contradictions
- 58. The Cry-Smile Mask: A Korean-American Woman's System of Resistance

Week 7

Monday

RACE:

Part III, # 10. "Is This a White Country or What?"

BRIDGE:

- 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

Wednesday

RACE:

Part VI, # 5. The Arab Woman and I

BRIDGE:

- 7. Bridging Different Views: Australian and Asia-Pacific Engagements with *This Bridge/Back*
- 13. Los Intersticios: Recasting Moving Selves
- 22. Shades of a Bridges Breath
- 30. The "White" Sheep of the Family: But *Bleaching* is Like Starvation
- 43. Resisting the Shore

Friday

Debate I prep

Week 8

Monday

Debate I

Wednesday

Guest Lecture

Friday

Review concepts/discussion for exam

Week 9

Monday

In-class Quiz

Wednesday

Falcon lecture II

Friday

No Class - Homecoming

Debate II prep

Week 10

Monday

Debate II

Wednesday

Final paper discussion/instructions

Friday

Debate III prep

Week 11

Monday

Debate III

Wednesday

Falcon research lecture

Friday

Book group meeting

Week 12

Monday

Book I

Wednesday

cont.

Friday

Book II

Week 13

Monday

cont.

Wednesday

Book III

Friday

cont.

Week 14

Monday

Book IV

Wednesday

cont.

Friday

No Class - Holiday

Week 15

Monday

In class peer review

Wednesday

RACE:

125. Recipe for Organizing

BRIDGE:

42. For My Sister: Smashing the Walls of Pretense and Shame

53. The Fire in My Heart

56. This World is My Place

61. Healing Sueños for Academia

80. now let us shift...the path of conocimiento...inner work, public acts

Friday

Presentation I

Week 16

Monday

Presentations II

Wednesday

Presentations III; **LAST DAY**

Friday

No class

RECOMMENDED READING

- ◆ Gloria Anzaldúa, Ed. *Making Face, Making Soul (Haciendo Caras): Creative and Critical Perspectives by Feminists of Color*
- ◆ Esmeraldo 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*