

**WMST 1110: Multicultural Perspectives on Women in the United States
SYLLABUS-Fall, 2007**

Meeting Times: Tuesday and Thursday; 2:00-3:15/3:30-4:45
Location: Benson Building, Room 103
Instructor: Kimberly Parker
Office Hours: Tuesday and Thursday; 1:30-2:00, 4:45-5:15, and by appointment
Email: kaparker4@gmail.com

"I have come to believe over and over again that what is most important to me must be spoken, made verbal and shared, even at the risk of having it bruised or misunderstood. That the speaking profits me, beyond any other effect."

Audre Lorde, "The Transformation of Silence into Language and Action", in Sister Outsider

Course Description and Objectives:

This course takes an interdisciplinary and multicultural approach to studying the impact race, ethnic identification, class, and gender play in shaping the lives of women living in the US. We will focus on the historical aspect of race and ethnic relationships in America and variables which define gender roles among diverse groups of women. Concepts from disciplines such as psychology, sociology, public health, political science and history, and epistemologies embedded within feminist theoretical framework, will serve as the basis for classroom discussion and all assignments

Required Text:

Kesselman, A., McNair, L., & Schniedewind, N. (2003). *Women Images and Realities: A Multicultural Anthology, 4th ed.* McGraw Hill. (Listed as WIR in syllabus)

Additional Readings:

The readings needed to complete the reading assessments and all other material for class assignments will be posted on WebCT. Readings will be posted from the following sources along with information gathered from academic journals and editorials:

Ruiz, V. L. & Dubois, E. C. (2000). *Unequal Sisters: A Multicultural Reader in U.S. Women's History, 3rd ed.* Routledge.

McLemore, S. & Romo, H. (2005) *Racial and Ethnic Relations in America, 7th ed.* Pearson Education Inc.

Class Format:

This class is designed to **engage students in active discussions** pertaining to the status of women living in the US. Due to the nature of the topics discussed in class, conflicting opinions and thoughts are expected. However, all class discussions and projects should be conducted and presented with the utmost respect for others. Everyone enrolled in the class is expected to actively participate in discussions.

Course Requirements:

Class attendance and participation: (50 points)

You are asked to arrive on time and remain for the entire class period. Each student will be allowed three (3) unexplained absences so use them wisely. Attendance will be documented with daily sign in sheets and readings will be assessed with occasional pop-quizzes at the start of class and the submission of discussion cards. Students are expected to complete all reading assignments by the date listed in the syllabus, and actively engage in class discussion.

Discussion Question Cards:

Once the reading assignments have been completed, students are to construct at least two (2) intriguing and thought-provoking questions designed to lead and guide our classroom discussion. Note cards should be no larger than 4" x 6", and include your name and date at the top. Students are to turn the discussion cards in after each class.

Class Assignments:

Reflection Paper (50 Points):

The purpose of the Reflection Paper is to have students expand their thoughts and ideas about a particular topic beyond the assigned readings and classroom discussions. Students are to select a topic from the course outline (up to the date the paper is due) present an argument on the topic, chose a stance about the particular topic, and provide information to support their position. The assignment is to reflect the constructed thoughts and opinions of the student. Therefore, your Reflection Paper may be subjective in nature. Reflection Papers should be at least 3 full pages in length, typed using 12-point Times Roman or Ariel font, double spaced and include at least 2 references other than the source used in class. Each Reflection Paper is due by the date indicated in the syllabus. The grading criteria for the Reflection Paper will be placed on WebCT

Reading Assessment (100 Points):

Readings from *Racial and Ethnic Relationships in America* are used to establish a foundation for understanding the culture of the ethnic and racial groups we will discuss in class. Prior to these chapter discussions, students are to complete the reading assessments for the appropriate chapters and submit them on the date indicated. The assessments will contain 3-4 essay questions which are to be answered thoroughly using the information from the designated chapters. Assessments should be typed using 12-point Times Roman or Ariel font and doubled spaced. Assessments do not have a length requirement but will be graded on quality of work and response relevance.

Take Home Mid-Term (100 points):

A take home mid-term exam will be administered on Tuesday, October 9 and will be due on Tuesday, October 16. Students will have one week to complete the mid-term exam. Additional information will be provided to students at a later date.

Student Portfolio (200 Points):

This course is divided to address eight (8) main ideas or fundamental themes: (1) Native American women, (2) African American women, (3) Asian American women, (4) Chicana/Latina women (5) women of the dominant culture, (6) feminist thought, (7) women's issues in media format, and (8) women's issues in the US. The Student

Portfolio will be a continuous project created during the course of the semester and is due on the last day of class. Portfolios must be submitted in a 3-ring binder (no larger than 1 inch) and should include a reflection paper on six of the topics discussed in class. You may use the 3 papers you are required to turn in for the class. You are required to construct 3 additional papers on the remaining 3 topics you chose, and develop and submit a visual presentations (i.e. collages, photographs, magazine covers, etc, etc) for each paper. The grading criteria for the Student Portfolio will be placed on WebCT.

Grading Criteria:

Assignment	Point Value	Percentage
Attendance, Participation, and Quizzes	50	10%
Reflection Paper (average)	50	10%
Midterm Exam (take home)	100	20%
Reading Assessments (average)	100	20%
Student Portfolio	200	40%
Total Point Value	500	

<u>Point Total</u>	<u>Grade</u>
500 - 480	A
479 - 460	A-
459 - 440	B+
439 - 420	B
419 - 400	B-
399 - 380	C+
379 - 360	C
359 - 340	C-
340 - 300	D
< 299	F

Additional Course Information:

Individual Student Meetings:

Individual student meetings will be held on Tuesday, October 23. The meetings are not mandatory, but please be advised that this time has been set aside to address any concerns you may have pertaining to the progress of your Student Portfolio and your grade thus far in my class-use this time wisely. Students are encouraged to schedule appointments with me throughout the academic semester to discuss other issues that may evolve through the academic semester. Please do not wait until the last minute to address any academic concerns you may have!

Use of message and cellular devices:

Please turn all message and cellular devices off before the start of class. Cell phones, pagers, etc., etc should not be used during class time.

Academic Integrity:

For details on the policy and procedures, please see “A Culture of Honesty” at www.uga.edu/ovpi/academic_honesty/academic_honesty.html.

All assignments must be submitted as the student's own work.

Syllabus Modifications:

The course syllabus is a general plan for the course and may be altered at any time. Deviations will be announced in class or posted on WebCT. Please be sure to check the WebCT site for important class information on a daily basis.

Withdrawal Policy

Withdrawals initiated prior to the midpoint of the course will be recorded as "W." According to University regulations, withdrawals administered after the midpoint withdrawal deadline (October 12) will be recorded as "WF," regardless of a student's grade average in the course. Please note: students with more than 8 unexcused absences will automatically receive a failing grade for the course.

Support Services

Students who may need help with writing assignments, time management issues, reading and studying strategies, or general academic counseling should contact UGA's Learning Center, a division of Academic Enhancement. The Learning Center assists students in developing these skills. More information can be found at www.uga.edu/dae.

Special Needs

If you have a documented disability or health-related issue and need to make special arrangements for class attendance and/or examinations, please speak to me during the first two weeks of class.

Additional Notes:

- All assignments are to be delivered to the instructor (in class) on the date indicated in the syllabus. Late work will not be accepted unless approval is given by the instructor **prior** to the due date. Students must also receive prior approval for the electronic submission of work as well.
- I do not offer extra credit so please do not ask. Points lost for missed or incomplete assignments can be made up and accounted for in the submission of the Student Portfolio.
- The best way to reach me is by email. Please feel free to contact me if you would like any additional information on a topic discussed in class, or if you would like to talk about any other issues that may emanate during the semester.

Reading and Class Assignment Schedule

Introduction and overview of Women's Studies

Defining race and ethnicity

(Part 1)

- 8/16: Course overview, grading process and class expectations
Class Activity: Defining respect and setting ground rules
- 8/21: Course overview, grading process and class expectations
Class Activity: Defining respect and setting ground rules
"Sins of Silence"-WIR, pp. 18-19
"Men and Women's Studies: Premises, Perils, and Promise"-WIR, pp. 24-28
"Voices of Women's Studies"-WIR, pp. 29-34
"Women in Sports: A Journey Towards Equality"-WIR, pp. 241-242
- 8/23: "Is Female to Male as Nature is to Culture"-WebCT
"Is the Gaze Male"-WebCT
"The Problem That Has No Name"-WIR, pp. 46-49
Review Multicultural Quiz
- 8/28: "Race and Ethnicity in America, Chapter 1 (WebCT)
"White Privilege: Unpacking the Invisible Knapsack" WIR-pp. 424-427
"Defining Racism: Can We Talk?"-WIR, pp. 380-385

Native American Women

- 8/30: Race and Ethnicity in America, Chapter 10 (WebCT)
Assignment Due: Reading Assessment 1
- 9/4: "Cherokee Women and the Trail of Tears"-WebCT
"I Am Not Your Princess"-WIR, pp. 367-368
"Native American Women's Health Education Resource Center"-WIR, pp. 338-341
- 9/6: "Thoughts on Indian Feminism"-WIR, pp.538-539
"Changing Women: The crosscurrents of American Indian Feminine Identity"-WebCT

African American Women

- 9/11: Race and Ethnicity in America, Chapter 6 and 7 (WebCT)
Assignment Due-Reading Assessment 2
- 9/13: Images of African American women and multiple Resistance Strategies-
Professor Presentation

“Ain’t I a Woman”-WebCT
“Distress and Discord in Virginia Slave Families, 1830-1860” pages 39-47-
WebCT

- 9/18: “Talking Back”-WIR, pp. 15-18
“To Be Real”-WIR, pp. 54-57
“The Black Church: What’s the Word?”-WIR 287-295
“Distress and Discord in Virginia Slave Families, 1830-1860” pages 48-57-
WebCT

Chicana/Latina Women

- 9/20: Race and Ethnic Relations in America, Chapter 8 and 9 (WebCT)
Assignment Due-Reading Assessment 3

- 9/25: “On Being a ‘Good Girl’: Implications for Latinas in the United States”-WIR,
pp. 63-67
“The Development of Chicana Feminist Discourse”-WIR, pp. 565-573

- 9/27: “La Princesa”-WIR, pp. 493-496
“Breaking the Silence: Putting Latina Lesbian History at the Center” -WebCT
Asian American Women

- 10/2: Race and Ethnic Relations in America, Chapters 11, 12, and 13
Assignment Due-Reading Assessment 4

- 10/4: “Have You Ever Heard of Asian-American Feminist?”-WIR, pp. 28-29
“We Don’t Sleep Around Like White Girls Do: Family, Culture, and Gender in
Filipina-American Lives”-WIR, pp. 144-152
“To Become an American Woman: Education and Sex Role Socialization of the
Vietnamese Immigrant Woman”-WebCT

- 10/9: “Rethinking Women’s Issues in Muslim Communities”-WIR, pp. 295-298
“Holding Up More Than Half the Heavens”-WIR, pp. 496-498
Assignment-Distribute Midterms

Women’s Issue in America
(Part 2)

- 10/11: Images of Women:
“No Respect: Gender Politics and Hip-Hop”-WIR, pp. 99-105

- 10/16: “The Gift”-WIR, pp. 71-72
“klaus barbie, and other dolls I’d like to see”-WIR, pp. 72-75
“When I Was Growing Up”-WIR, pp. 125-126
Assignment-Collect Midterms

10/18: "The Beauty Myth"-WIR, pp. 120-125
"Homage to My Hair"-WIR, pp. 129
"Teen Mags: How to Get a Guy, Drop 20 Pounds, and Lose Your Self Esteem"-WIR, pp. 93-96
"Fat Girls Rule the World"-WIR, pp.
"Homage to My Hips"-WIR, pp. 139
Assignment: Reflection Paper 1 Due

10/23: Individual Student Meetings

10/24-10/27: Fall Break

10/30: Issues of Sexuality

"Lusting for Freedom"-WIR, pp. 141-144
"Are You Some Kind of Dyke? The Perils of Heterosexuality"-WIR, pp. 416-420
"Esta Risa No Es De Loca"-WIR, pp. 152-155
"Bisexuality, Feminism, and Me and Men"-WIR, pp. 165-168

11/1: "Loving Another Woman"

"For Better Lesbian Health, Fewer Barriers to Care"-WIR, pp. 342
"Cat"-WIR, pp. 420-423
"Why Race Matters to a White Dyke:-WIR, pp. 468
"Homophobia and Sexism"-WIR, pp. 416-420
"Revelation"-WIR, pp. 298-303
Assignment: Reflection Paper 2 Due

11/6 and 11/8: Movie Viewing

11/13: Marriage and Relationships

"Family and Women's Lives"-WIR, pp. 244-250
"Working at Single Bliss"-WIR, pp. 265-271
"Marriage is for White People"-WebCT
"Why We're Not Getting Married"-WIR, pp. 274-276

11/15: Freedom of Choice

"My Church Threw Me Out"-WIR, pp. 277-280
"Abortion: Is a Woman a Person?"-WIR, pp. 348-351
Testimony of William Bell (on Raised Bill #5447)"-WIR, pp. 359-360
"Using Pregnancy to Control Women"-WIR, pp. 360-365
"Lost Woman Song"-WIR, pp. 351
"Killing the Black Body"-WIR, pp. 365-367
Assignment-Reflection Paper 3 Due

11/20: Issues in Women's Health

Women's Health Statistics-Professor Presentation

“The Feminization of AIDS”-WIR, pp. 331-334
“Top 10 Breast Cancer Myths Debunked”-WIR, pp. 345
“The Politics of Women’s Health in the United States”-WIR, pp. 317-324
“Women Speak Out About the Health Care System”-WIR, pp. 324
“Uninsured, Exposed and at Risk-But Not Powerless”-WIR, pp. 324-328

11/21-11/23: Thanksgiving Break

11/27: Professional and Occupational Issues

“An Educator’s Primer on the Gender War”-WIR, pp. 75-81
“An Overview of Women’s Work”-WIR, pp. 180-185
“Questions and Answers on Pay Equity”-WIR, pp. 185-188”
“The Politics of Housework”-WIR, pp. 188-191
“The Price of Motherhood: Why the Most Important Job in the World is Still the Least Valued”-WIR, pp. 191-194

11/29: Women’s Studies Open Forum Debates

12/4: Women’s Studies Open Forum Debates

12/6: Class Evaluations
Assignment Due: Student Portfolios

It is not our differences that divide us, it is our inability to recognize, accept, and celebrate those differences

Audre Lorde