

WMST 3250: Issues in Women's Studies
Women and Immigrations
Spring 2007

Meeting Time: Wednesday 2:30-5:15

Location: Student Learning Center room 247

Instructor: Jenna Andrews

Office Hours: Monday 11:30-12:30 and by appointment, G-33 Baldwin Hall

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Course Objectives: Immigration has long been a topic of interest in the U.S. and throughout the world. Recently, immigration has become the focus of increasing discussion and concern, but often women's roles and experiences in this life-changing event are not acknowledged. In this class, we will focus on the experiences of and issues facing women immigrants to the U.S. and to Europe. We will use a feminist lens to explore the challenges and opportunities these women encounter through migration. Because the migration experience is deeply personal and immensely diverse, this course will incorporate a variety of types of literature, along with media and film portrayals of women immigrants, guest lecturers, and plenty of in-class discussion.

Required Texts:

1. Alvarez, Julia. 1992. *How the Garcia Girls Lost Their Accents*.
2. Ali, Monica. 2003. *Brick Lane*.
3. Kassindja, Fauza. 1998. *Do They Hear You When You Cry*. (*optional*)

All other readings will be made available on WebCT or in class.

Course Requirements:

Attendance and Participation:

You are asked to arrive on time and remain for the entire class period. Attendance will be documented! If you miss a class due to illness or a family emergency, please provide a doctor's note or other appropriate documentation as soon as possible. If you miss a class for any reason, please remember that it is your responsibility to find out about any material you may have missed as well as any announcements made, including schedule changes.

All reading must be completed by the specified date. Please read carefully and reflect on your own experiences with the issues presented. Students are expected to actively engage in all class discussions and activities.

Assignments:

1. Current Events Reflections

Twice during the semester each student will collect four newspaper or magazine articles related to issues facing women immigrants. You should read each article and write a short reflection on them (3-4pp, double-spaced). You may write about all 4 as a group or as individual sections in your reflection paper. Your reflection should include only a very brief summary of each article. The articles you select should relate to the issues or themes we are currently covering in class. Please neatly compile these articles to hand in with your reflection paper. Remember that these articles can also be useful sources of inspiration and information for your final project.

2. Final Project

This assignment is a chance for you to get out into the community and explore some local facet of the issues that immigrant women encounter. Please choose a topic related to immigrant women that interests you. Feel free to be creative and take a stand on a certain issue. The bulk of your work for this project will be library or internet research, but you will also interview one person – that person may be an immigrant herself, an immigration lawyer, someone involved teaching ESL, etc... If you have trouble finding a topic or someone suitable to interview, please come see me and I'll be happy to help.

Part I. Outline

Early in the semester, each student will turn in an outline, along with a preliminary title and bibliography for the instructor's approval. Please include at least 5 sources. This will help you begin working on your project and searching for a suitable interviewee. Please put some thought and research into this outline! It will make the final paper much easier to write.

Part II. Project Presentation

Each student will prepare a presentation of their final project for the class. These presentations should be approximately 10 minutes long. You may incorporate audiovisuals, handouts, or other aids appropriate to your topic and presentation format.

Part III. Final Paper

This paper is based on your library and internet research, along with your interview, on the topic you have chosen. Remember that you must support your argument with appropriate citations. I am happy to read drafts of your paper and give comments.

****Format:** 10-12 pages (numbered!), double-spaced, Times font, stapled.

Please include a title and a bibliography of at least 10 sources (plus your interview). No cover page.

Grading:

This course uses UGA's new plus/minus grading scale, and the points for each letter grade are listed below:

A = 4.0 = 94	C+ = 2.3 = 77
A- = 3.7 = 90	C = 2.0 = 74
B+ = 3.3 = 87	C- = 1.7 = 70
B = 3.0 = 84	D = 1.0 = 65
B- = 2.7 = 80	F = 0.0 = below 65

Final grades for the course will be assigned according to the following distribution:

Participation & Attendance	20%
Current Events Reflections	20%
Midterm Exam	20%
Final Project	
- outline and bibliography	5%
- presentation	5%
- final paper	30%

Coursework will be graded according to the following criteria:

1. Demonstration of critical thought:

Responses should demonstrate analysis of the theoretical principles and historical issues, not summaries of the authors' opinions. The best work will express your opinion and engage the issues. You do not have to agree with all of the topics we discuss; you do need to show respect for the class and the authors and their work.

2. Support:

You must back up the arguments you make with legitimate sources (read: absolutely no Wikipedia). Your opinion is crucial to your argument, but you must also explain upon what it is based. You may use outside sources or class readings to support your case. Justifications should be explained and not just included as open-ended citations from the texts.

3. Factual correctness:

Responses should reflect an understanding of the facts as presented. You may agree or disagree with the texts; however, the facts should not change.

4. Length / Assignment:

Where there is a length requirement it should be respected. Additionally, the work should fulfill the require

ments stated within the assignment. Please consult the instructor if you have any questions about your work. If you do not satisfy either of these requirements, there will be deductions from the grade.

5. Grammar / Style / Format:

Grammar and spelling errors that impede the comprehension of your work will affect the grade. Spell check is your friend. It is also important to make use of the appropriate style format for both the bibliographic citations and the paper in general (appropriate titling, page numbers, etc.) where appropriate. It may be appropriate to use the first person, however, it is important to maintain an academic voice in your work.

Participation will be graded according to the following criteria:

- A** Consistent critical engagement with the material; active discussion in class; willingness to explore new ideas; application of theoretical constructs to everyday life; preparedness
- B** Frequent participation in class discussion; demonstration of thoughtful analysis; open-mindedness; clear preparation
- C** Frequent absences; lack of interest or effort; demonstration of preparedness though less than vocal; participation in small group exercises but less class-wide discussion
- D** Numerous absences; no demonstration of interest and/or effort; lack of preparation; negative attitude; no tangible proof of participation on any level
- F** Constant absence; sleeping in class; refusal to be open to new ideas; nonproductive aggression; no preparation

Honesty and Respect:

“The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty.” All work you turn in must be your own. Visit http://www.uga.edu/ovpi/honesty/culture_honesty.htm to view the entire policy.

Due to the nature of the topics discussed in class, conflicting opinions and thoughts are expected. All class discussions and projects should be conducted and presented with the utmost respect for others.

Policy on Late Work:

Work that is turned in late without prior notice or the proper documentation (i.e. doctor's note) will be subject to point deductions. For each day (not class meeting) an assignment is late, the grade will be reduced by 30%. Presentations cannot be made up. If you have a serious conflict with the exam time, please see me at least two weeks prior to the exam date. Absolutely no work will be accepted by e-mail.

Special Needs:

Those students requiring special accommodations for learning should share these concerns with the instructor as soon as possible.

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.

A Note about Changes to Schedule:

This syllabus, including due dates, assignment requirements, and readings, is subject to change as necessary for the success of the course. All changes will be announced in class and on WebCT.

Class Schedule

January 10	Introductions	Intro to the course, syllabus review	
January 17		- When Women Come First ch.1 by George - “Engendering Migration Studies” by Pessar	
January 24	Women Immigrants in the US	- Doméstica part 1 by Hondagneu-Sotelo	CURRENT EVENTS REFLECTION DUE Film: A Day Without a Mexican (clips)
January 31		- Anzaldúa ch. 2 - Alvarez pp.1-150	Film: La Boda
February 7		- Alvarez pp. 150-end	
February 14		- Selection from Do They Hear You When You Cry by Kassindja - Other readings TBA	
February 21		Guest Speaker: Dr. Diane Napier - Selection from Do They Hear You When You Cry by Kassindja - Other readings TBA	PROJECT PROSPECTUS DUE
February 28		Guest Speaker: Lisa Chaudhari	Midterm Exam
The schedule for the remainder of the semester is still very flexible. We’ll work on filling it in as a group based on class experiences during the first half of the semester.			
March 7	Women Immigrants in Europe	- Anth. and Migration ch.8 by Brettell - Ali chs. 1-6	
March 14		Spring Break – No Class	
March 21		- Ali chs. 7-15	
March 28		- Ali chs. 16-end	Film:
April 4	Immigrant Health and Wellbeing		CURRENT EVENTS REFLECTION DUE
April 11		- Readings TBA Guest Speakers: Dr. Mary Ann Kelly and Valerie Pflug (OIE)	
April 18	Women Immigrants and the Law	(begin Project Presentations)	
April 25		Project Presentations	FINAL PAPER DUE IN CLASS