

THE UNIVERSITY OF GEORGIA
College of Education - Department of
Language & Literacy Education

Course Syllabus for WMST 1110* - "Multicultural Perspectives on Women in the United States"

Summer Semester (Thru term), 2008

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Class Meetings: 10:30-11:30 a.m., Benson Building, Room 103
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in 301 Aderhold Hall, Office B

Course Overview

This course will examine experiences of women in selected racial and ethnic communities: Latinas/Chicanas, African Americans, Native Americans, Asian Americans, and other women in contemporary United States.

Course Objectives

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

1. Understand identity and the politics of difference that inform multicultural feminism.
2. Apply theoretical and interpretive frameworks to analyze issues concerning multicultural women.
3. Contextualize cultural representations and discuss their social relevancy using feminist scholarship.
4. Synthesize & present macro-micro issues of multicultural feminism in relation to individual's life.

Required Materials

Kesselman, A., McNair, L.D., & Schniedewind, D. (2008). *Women: Images and realities, A Multicultural Anthology* (4th ed.). Boston: McGraw-Hill. (Abbreviation: WIR)

hooks, b. (2000). *Feminist theory: From margin to center* (2nd ed.). Cambridge, MA: South End Press. (Abbreviation: hooks)

Texts of your own choosing (We'll talk about these the first week of class.)

Readings – available electronically on WebCT (Reference list available at the end of this syllabus.)

WebCT, an online communication tool, will be used weekly

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Policies and Procedures

Attendance Policy

Class attendance is crucial toward students' understanding of course material. You can take two absences without consequence, and no excuses are needed. If you miss three class periods, your final grade may be lowered by one letter grade (i.e. you will lose ten points). If you miss four or more class periods, you may be asked to withdraw from the course.

Late Work Policy

Related to the issue of professionalism, late work is regarded as evidence that course requirements are not being taken seriously. Late work will be reduced 10% each of the first two days after the due date.

Preparation of Written Work

Regarding formatting, all written work should be typed and double-spaced with 12-point font and one-inch margins. In most cases, APA (5th ed.) guidelines should be followed. Please do not use page protectors or submit work in binders or notebooks. Staple pages together and submit.

Substance is the primary criterion for evaluating and grading your written products in this course. In other words, *what* you say (its clarity, depth, insight, etc.) is the most important factor in determining your grades on written work. However, *how* you express yourself in writing (i.e., the form of the written work) will also be used to evaluate your products. Therefore, correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines will also be part of the grading process. Prospective teachers must be able to express themselves in writing clearly and cogently, so both substance and style will factor into grading your work.

Academic Honesty

All academic work must meet the standards contained in "A Culture of Honesty: Policy on Academic Honesty," which can be found at http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm. Each student is responsible to be informed about those standards before performing any academic work.

Accommodations

According to the UGA Academic Affairs Handbook, students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor during regular office hours or by appointment.

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Course Requirements and Assessments

- 1. Professionalism** (Objectives 1-4) – Because this class is geared toward your personal as well as your professional development, you will earn a ¼ point for each class meeting for exhibiting the professionalism, described as: criteria to be determined in the first week of class by students & instructor and to be listed below. *10 points* Due date: Ongoing

Paste professionalism criteria here.

Assessed by observation & anecdotal notes taken by instructor during class:

Sarah June 18 th __Present __Late __Left Early Sarah was attentive for most of the class. She participated frequently in whole group and in small group.	Emily June 18 th __Present __Late __Left Early Emily arrived late and nodded off during most of the class. She huffed and rolled her eyes when I explained the class requirements.	Daniel June 18 th __Present __Late __Left Early Daniel kept quiet throughout the class but appeared attentive. He participated in small group by offering to take notes.	Nicole June 18 th __Present __Late __Left Early Nicole arranged to speak with me during my office hours about her case study. She offered questions and suggestions in whole group.
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- 2. Dialogue Journal** (Objectives 1-3) – As part of your performance in being a reflective learner, you will earn approx. 1.5 points for a weekly assignment. Students will be placed in 2 groups (Group A and Group B). The weekly schedule will be as follows:

Dates	Group A	Group B
June 11 th & 13 th	Post response to WebCT by Wed., June 11 th at _____ p.m.	Read 2-3 responses; responsible for discussion on Fri., June 13 th .
June 18 th & 23 rd	Read 2-3 responses; responsible for discussion on Mon., June 23 rd .	Post response to WebCT by Wed., June 18 th at _____ p.m.
June 25 th & 27 th	Post response to WebCT by Wed., June 25 th at _____ p.m.	Read 2-3 responses; responsible for discussion on Fri., June 27 th .
July 9 th & 11 th	Read 2-3 responses; responsible for discussion on Fri., July 11 th .	Post response to WebCT by Wed., July 9 th at _____ p.m.
July 16 th & 18 th	Post response to WebCT by Wed., July 16 th at _____ p.m.	Read 2-3 responses; responsible for discussion on Fri., July 18 th .
July 23 rd & 25 th	Read 2-3 responses; responsible for discussion on Fri., July 25 th .	Post response to WebCT by Wed., July 23 rd at _____ p.m.

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For example, on Wednesday, June 11th by ____ p.m. **Group A** will post a response to the readings thus far for that week (i.e., Monday's – Wednesday's). The response should not take longer than 10-15 minutes to write but responses will be graded according to the following criteria:

- _____ Response includes pertinent references to at least 2 readings showing student learned from the texts.
- _____ Response incorporates a personal viewpoint on the readings.
- _____ Response shows that student has thought about the complexities social issues.

Satisfying all three criteria will earn 1.5 points, two criteria 1 point, and 1 criterion .5 points.

Group B will be responsible for reading 2-3 responses from classmates and using those responses to guide the class discussion on Friday, June 13th. Group B members can offer an opinion on a response, explain how a response pushed their thinking, ask a question about a response, etc. Although the discussion is not planned, Group B individuals are expected to think of some potential themes that will develop our learning as a class. An individual's performance will be graded according to the following criteria:

- _____ Contribution includes references to the reading and classmates' responses.
- _____ Contribution to the discussion incorporated a personal viewpoint on the readings and responses.
- _____ Contribution enriched the class discussion and encouraged others' learning.

Satisfying all three criteria will earn 1.5 points, two criteria 1 point, and 1 criterion .5 points.

10 points (9 points earned & 1 point "wiggle room") Due date: weekly (Wed. & Fri.)

- 3. Me & My Other Log** (Objectives 1&3) – Every person has traits and identity markers that have been advantages and disadvantages and despite them being "unearned". For example, if you haven't noticed, I'm short so I need ask for someone's help in the supermarket to reach an item on the top shelf. This is an unearned disadvantage. But I am also able-bodied, so there are many activities I can do easily in a public space that would be different if I weren't as able-bodied. This is an unearned advantage.

Part 1 (10 points): For two weeks, you will be aware (even hyper-aware) in noting moments in which an unearned disadvantage comes into play during your daily life. Stick with one disadvantage to develop deep thinking in one area. Your log should be journal-type list that includes the date, a description of each event, and some notes about how the event made you feel. Part 1 should include 20 entries over a two week period. All parts will be submitted electronically via WebCT.

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Example (being short):

Date	Event	Feelings
June 8	Standing around with friends, one guy rested his elbow on my head like I was the same height as a counter and made a comment that I was just the right size.	I knew that this was a friend of mine so I was a little torn. I know that he doesn't think this act was a big deal, but I also felt pressured to make a joke. Often I make a wimpy joke at my own expense or try to zing one at him, when people do something like this. This time I just pushed his arm off and didn't say anything. It bugged me because I feel like I always come off as defensive when things like this happen.

Part 2 (15 points): For a different two weeks, you will conduct the same activity but with an advantage that you have but that others do not. Again, stick with one advantage. Your log will be a similar format (include the date, a description of each event, and some notes about how the event made you feel), but you will add a column about how you think another person who does not have this advantage might feel in the situation. Part 2 should include 20 entries over a two week period AND a reflective synthesis on the entire project. A quality synthesis (2-3 pages) includes a summary of the project parts and commentary that ties together issues related to culture, ethnicity, race, and diversity. Start thinking about why you experience things the way you do, then incorporate thoughts about a larger social world (i.e., government, media, legal system, institutions). All parts will be submitted electronically via WebCT.

Example (being able-bodied):

Date	Event	Feelings	An "Other's" Feelings?
June 25	As I was walking into the Tate Center, I noticed that the handicap ramps on the sidewalk were really far apart from each other and sort of on a hill. I was able to walk into the building where ever I chose not using the ramps.	I realized I didn't have to spend extra time or energy planning out my route into the building. I was able to zip in, zip out, and get on with my day. But I realized this isn't the case for everyone and a small trip can be a real task if someone isn't able-bodied.	I can imagine someone getting quite frustrated at trying to get into an older building. The slightest hill could really get someone exhausted. Also, it might be embarrassing to ask for someone else's help.

25 points

Due date: June 18th & July 1st

- 4. Book Club & Presentation** (Objectives 2-4) – You will be part of an in-class book club of 4-5 people. The texts will be of your own choosing, and each person in the group may have different texts. The books will be in conjunction with your Individualized Learning Project. You will have periodic discussions with your book club members that will culminate in a presentation to the class. You should provide an annotated bibliography of each book (citation, synopsis, and brief opinion). The presentation will include connections with topics from class and with current world issues, critical incidents in discussion, and how you “worked through” them.

25 points

Due date: July 24th & 25th

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- 5. Individualized Learning Project** (Objectives 1-4) – This is a self-directed project that will represent some of your learning during this term. The culmination of the project will be a “poster” presentation in class.
- The main text for this project will be a biography or memoir of a woman from one of the selected racial or ethnic communities we are exploring this term. You will choose the text, but a list of possible women will be provided before midterm.
 - You will set your own reading goals (starting June 27th) that you will communicate to me in a proposal due at midterm.
 - You will use this text for discussion in your books clubs to talk across issues that affect women from several racial and ethnic groups.
 - The poster presentations will focus on contextualizing the focal woman’s life in the pertinent issues that affect women from her racial or ethnic community and the issues that affect all women. For example, your product could include three timelines: 1) the woman’s life; 2) a particular issue to her community (e.g., Black crime portrayal in the media, alcoholism among Native Americans, etc.); 3) an issue that crosses racial and ethnic barriers (e.g., health, sports, beauty, equal pay, etc.). You could show the intersections of these timelines and what is going on historically. You will be expected to articulate your thoughts on these issues to your classmates during a “fair” type event on July 28th or 29th.

What do you need to “produce”?

Task	Components	Format	Points	Date
Proposal	Name of focal woman; Racial & ethnic group(s); Texts; Reading goals; Potential issues; Current ideas for poster presentation	Electronic; form found on WebCT	--	July 1 st
Poster	Representation of woman’s life, community issue(s), and women’s issue(s); engaging presentation “tool”	Electronic; digital photos of poster & any documents presented	25 points	July 28 th & 29 th
Reflection	What did you learn from the process and production of your project? What were your reactions to the presentations as a presenter & as an audience member? Assess your performance (What did you do well? What would you do differently?)	Electronic; 2-3 page word document	5 points	July 31 st

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Grades

The point distribution and assessment tools for course requirements are as follows:

Requirement	Total Points	Assessment Tool	Due date
1. <i>Professionalism</i>	10 points	Anecdotal notes	Ongoing
2. <i>Dialogue Journal</i>	10 points	Checklist	Wed. at ___ p.m. & Fri. (Groups A & B alternate weekly)
3. <i>Me & My Other Log</i>	25 points	Analytic rubric	June 18 th & July 1 st
4. <i>Book Club & Presentation</i>	25 points	Analytic rubric	July 24 th & 25 th
5. <i>Individualized Learning Project</i>	30 points	Point allocated checklist	Proposal (July 1 st) Poster Presentation (July 28 th & 29 th) Reflection (July 31 st)
Total Possible Points = 100 points			

A course grade will be determined as follows: A final point total (0-100) will be computed. This total will be converted to a course grade as follows: A = 93-100 points; A- = 92.99-90; B+ = 87-89.99 points; B = 83-86.99; B- = 80-82.99; C+ = 77-79.99; C = 73-77.99 points; C- = 70-72.99; D = 60-69.99 points; F = 0-59.99 points. Instructor reserves the privilege to round partial points totals up or down at her discretion. According to the *Undergraduate Bulletin* (<http://bulletin.uga.edu>) the UGA grading systems assigns the following quality labels to grades: A is *Excellent*; B is *Good*; C is *Satisfactory*; D is *Passing*; and F is *Failure*. These same quality labels should be used to interpret grades on course requirements and the final course grade.

Extra Credit Option

This is not a requirement. On the last day of class you may choose to turn in a narrative assessment on my performance as your instructor in this course. The narrative should be anonymous, but by briefly showing me your substantive evaluation (2-3 pgs.), you will earn 3 points in extra credit.

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Content Calendar

DATE	TOPIC	READINGS & TASKS DUE	PAGE TOTAL
Weeks#1 & 2	What is Culture? Ethnicity? Race? Diversity?		
Thurs. June 5	Course intro		
Fri. June 6	A look at beauty Professionalism criteria	Teen Mags (WIR, p. 93) not a pretty girl (WIR, p. 69) klaus barbie (WIR, p. 72)	9 pages
Mon. June 9	A look at beauty	Beauty Myth (WIR, just pp. 121 “The beauty myth tells a story... -124 ...contradicts women’s real situation.”) Unreal world (WIR, p. 96) Out-of-Body Image (Heldman, p. 52)	9 pages
Tues. June 10	-isms	“Henry Ford’s English-Language Melting Pot” (Eugenides, p. 79) Immigrating to America (Wolf, p.1)	37 pages
Wed. June 11	-isms	Defining Racism (WIR, p. 380) White Privilege (WIR, p. 388) An Autobiography (WIR, p. 392) Dialogue journal (Group A ____ p.m.)	10 pages
Thurs. June 12	-isms	Tired of Playing Monopoly? (WIR, 394) Poverty, Hopelessness and Hope (WIR, p. 411) Grace Paley Reading (WIR, p. 414)	8 pages
Fri. June 13	-isms	Age, Race, Class, and Sex (WIR, p. 454) Why Race Matters (WIR, p. 468)	7 pages
Week #3	Mini-topic Studies in Health & Language		
Mon. June 16	No class meeting – Reading day to work on individualized learning project		
Tues. June 17	Health	Women Speak Out (WIR, p. 324) Uninsured, Exposed and at Risk (WIR, p. 324) Your Money, Your Vote (Burk, p. 34)	9 pages
Wed. June 18	Health	“Necessity was the Midwife” (WIR, p. 334) Native American Women’s Health (WIR, p. 338) The Women’s Vote, 2008 (Lake & Price, p. 39) Dialogue journal (Group B ____ p.m.) Me & My Other (part 1) due	10 pages
Thurs. June 19	Language <i>PBS: Do You Speak American?</i>		

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Fri. June 20	Language <i>PBS: Do You Speak American?</i>		
Week #4	African American / Black American Women & Theory		
Mon. June 23		Black Women (hooks, p. 1) Significance of Feminist Movement (hooks, p. 34)	25 pages
Tues. June 24		Sisterhood (hooks, p. 43)	25 pages
Wed. June 25		Our Crown (WIR, p. 129) Homage to My Hair (WIR, p. 129) Making of the Vanguard Center (WIR, p. 558) Dialogue journal (Group A _____ p.m.)	6 pages
Thurs. June 26		Changing Perspectives on Power (hooks, p. 84) Too Poor to Parent? (Burroughs, p. 42)	15 pages
Fri. June 27	Tie in	Choice reading from hooks 1 st book club reading	Your choice
Week #5	Jewish American & Muslim American Women		
Mon. June 30	Jewish Americans	JAP (WIR, p. 59) Nose is a Country (WIR, p. 127) Jewish and Working Class (WIR, p. 408) Jewish Memory (Plaskow, 413)	12 pages
Tues. July 1	Midterm point Jewish Americans	2 nd book club reading Me & My Other (part 2 & synthesis) due Proposal for Individualized Learning Project (initial plan & due dates)	Your choice
Wed. July 2	Muslim & Arab Americans	Rethinking Women's Issues in Muslim Communities (WIR, p. 295) Boundaries: Arab/American (WIR, p. 464)	8 pages
Thurs. July 3	Tie in		
Fri. July 4	No class – July 4th holiday		
Week #6	Latinas and Chicanas in America		
Mon. July 7		Breaking the Model (WIR, p. 134) Elena (WIR, p. 261)	4 pages
Tues. July 8		Esta Risa No Es De Loca (WIR, p. 152) Demanding a Condom (WIR, p. 155)	4 pages
Wed. July 9		3 rd book club reading Dialogue journal (Group B _____ p.m.)	Your choice

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Thurs. July 10		Chicana Lesbians (WIR, p. 423) Development of Chicana Feminist Discourse (WIR, p. 565) Chicana Feminsim (Nietogomez, p. 302)	11 pages
Fri. July 11	Tie in	Choice text	
Week #7	Asian American Women		
Mon. July 14		“We Don’t Sleep Around...” (WIR, p. 144) Codes of Conduct (WIR, p. 385) Salad (WIR, p. 387)	8 pages
Tues. July 15		“Each Day I Go Home...” (WIR, p. 208) Presenting the Blue Goddess (WIR, p. 575) Asian Pacific American Women and Feminism (Yamada, p. 365)	9 pages
Wed. July 16		4 th book club reading Dialogue journal (Group A ____ p.m.)	Your choice
Thurs. July 17		5 th book club reading	Your choice
Fri. July 18	Tie in – I present my biography/memoir & situate it with an issue.	Choice text	Your choice
Week #8	Appalachian & Native American Women		
Mon. July 21	Appalachian Americans	Jenny & Donny’s World (Purcell-Gates, p. 16)	23 pages
Tues. July 22	Appalachian Americans	Silence louder than drums (Jones, p. 45)	11 pages
Wed. July 23	Native Americans	I Am Not Your Princess (WIR, p. 387) Thoughts on Indian Feminism (WIR, p. 573) Dialogue journal (Group B ____ p.m.)	3 pages
Thurs. July 24	Native Americans / Book Club Presentations	Cherokee Women and the Trail of Tears (Purdue, p. 14)	15 pages
Fri. July 25	Tie in / Book Club Presentations	Choice text	
Week #9	Poster Presentations		
Mon. July 28	Individualized Learning Projects		
Tues. July 29	Individualized Learning Projects (Last class)		
Wed. July 30	No class		
Thurs. July 31	Reflections due		

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Reference List (in alphabetical order)

- Burk, M. (2008, Spring). Your money, your vote. *Ms. Magazine*, 18 (2), 34-38.
- Burroughs, G. (2008, Spring). Too poor to parent? *Ms. Magazine*, 18 (2), 42-45.
- Eugenides, J. (2002). "Henry Ford's English-language melting pot." In *Middlesex* (pp. 79-105). New York: Farrar, Straus, & Giroux.
- Heldman, C. (2008, Spring). Out-of-body image. *Ms. Magazine*, 18 (2), 52-55.
- Jones, S. (2006). Silence louder than drums: Personal and public consequence. In *Girls, social class, & literacy: What teachers can do to make a difference* (pp. 45-55). Portsmouth, NH: Heinemann.
- Lake, C. & Price, M. (2008, Spring). The women's vote, 2008. *Ms. Magazine*, 18 (2), 39-41.
- Nietogomez, A. (2005). Chicana feminsim. In W.K. Kolmar & F. Bartkowski (Eds.), *Feminist theory: A reader (2nd ed.)* (pp. 302-305). Boston: McGraw-Hill. (Original work published 1976)
- Plaskow, J. (2005). Jewish memory from a feminist perspective. In W.K. Kolmar & F. Bartkowski (Eds.), *Feminist theory: A reader (2nd ed.)* (pp. 413-420). Boston: McGraw-Hill. (Original work published 1986)
- Purcell-Gates, V. (1995). Jenny and Donny's world. In *Other people's words: The cycle of low literacy* (pp. 16-39). Cambridge, MA: Harvard University Press.
- Purdue, T. (1989). Cherokee women and the trail of tears. *Journal of Women's History*, 1, 14-30.
- Wolf, B. (2008). Immigrating to America. Retrieved June 3, 2008, from <http://www.burtwolf.com/pdf/immigration.pdf>
- Yamada, M. (2005). Asian Pacific American women and feminism. In W.K. Kolmar & F. Bartkowski (Eds.), *Feminist theory: A reader (2nd ed.)* (pp. 365-368). Boston: McGraw-Hill. (Original work published 1981)

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