

General Education Course Proposal

Proposed Course: WS 120 Women of Color in the United States Units 3
 Prefix No. Title
 Department: Women's Studies Program School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1 ___ A2 ___ A3 ___ B4 ___
 Breadth: B1 ___ B2 ___ C1 ___ D ___ E ___
 Integration: B ___ C ___ D ___ International/Multicultural: X

Existing Course: X Revised Course: ___ New Course: ___
 Course Included in Current GE Program X

New courses require the Undergraduate Course Proposal form in addition to this form.
 Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Prerequisites: W S 10 or other lower division Area D; 3 hours lecture.

Examines the role and status of U.S. women of color with the larger social structure. Women in varying family structures and cultural settings will be examined, with an emphasis on how social systems shape the roles of women and affect larger U.S. institutions.

Enrollment limit per section: 40
 Expected number of sections per semester - Year 1 1; Year 3 2

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Susan Arpad 9/29/98
 Department Chair Date
Ellen Guenther 10-6-98
 School Dean Date
Brandt Kehoe 12/22/98
 Associate Provost Date

J. Echeni 10/6/98
 School Curriculum Committee Date
Peter Arnold 12/15/98
 General Education Subcommittee Date

1/14/98

Attachment #2: Common Syllabus

Women's Studies 120: Women of Color

Catalog Description:

Examines the role and status of U.S. women of color in vis-à-vis the larger social structure, with emphasis on a feminist perspective. Women in varying family structures and cultural settings will be examined, with an emphasis on how social systems shape the roles of women and affect larger U.S. institutions.

Prerequisites: WS 10 or other lower-division Area D. Three lecture hours.

General Education:

This course meets General Education Requirements for students with catalogs 1999-2000 or later. It meets the requirement for Area D.

Instructor:	Instructor's name
Office:	Instructor's office
Office hours:	Instructor's office hours (minimum five hours per week)
Phone/email/fax: applicable)	Instructor's phone, email address and fax (if applicable)
Department office:	Social Science 226A department hours
Department phone:	278-2858

Representative texts

- Women's Lives: Multicultural Perspectives, Gwyn Kirk and Margo Okazawa-Rey, Mayfield Publications, 1998. Hereafter referred to as **WLMP**
- Ain't I a woman: black women and feminism, bell hooks, South End Press, 1981. Hereafter referred to as **Hooks**

Course topics:

- Defining women of color and their position vis-à-vis the larger society. Starting with the relationship of feminism and feminist ideology to oppression of women of color.
 - Dispelling myths that feminism does not pertain to women of color.
 - Discussing scope of the course and the readings.
- Theoretical perspectives: Integrative frameworks for the understanding of feminism vis-à-vis women of color situated in the larger U.S. society
 - Theory and "ways of knowing".
 - Feminist theory overview
- Identities: racial and gender
 - Micro-level: self and interaction
 - Social categories

- Multiple identities- the various identities experienced as a woman of color in U.S. society--ethnic, cultural, racial, and social class.
- Body politics
 - Beauty ideals
 - Beauty stereotypes and how they affect women of color.
 - Sexuality
- Relationships, families and households
- Living in a global context
 - A global economy
 - Implications of global inequality for U.S. women of color
 - A new global economy: focus on the borderlands and Latinas
- Work, wages, and welfare
 - What does "Welfare reform" mean for women of color?
 - Women's wages and persistent race, class and gender disparities: what it means for women of color
 - Feminist approaches to understanding women's work and income
 - Promoting greater economic equality for all women.
- Women's health: effects of race and class
 - Reproductive health
 - Health and aging
 - Mental and emotional health
 - Medical care: who pays?
 - Health and wellness: what does it mean for women of color?
- Women of color and crime in the national context
 - Women in the criminal justice system
 - Women political prisoners
 - Theories of women and crime
- Women of color and military
 - Limitations to women's equal participation
 - Impact of U.S. military on women overseas
 - Women's opposition to the military
- Women of color and the environment
 - Theoretical and activist perspectives
 - Connections of women across race and class boundaries and environmental sustainability
- Creating change: using theory and vision to empower women of color and all peoples
 - What is empowerment?
 - Theories of change
 - Securing the future: building a secure, equal and sustainable world for all

Course Objectives:

The course will augment skills and knowledge developed in low-division Foundation courses to

- Compare and contrast the roles of women in a multicultural and multiracial context.
- Integrate theories of gender socialization and race, class and ethnicity, comparing and contrasting feminist theories as they vary by race and social class.
- Integrate feminist theory, symbolic interactionism, and other social theories into the analysis of self-, cultural-, racial- and ethnic-identity formation.
- Understanding how historical trends and events, social class, environment and gender affect the life chances of women of color.
- Apply the findings of research and theoretical writings on women to a greater understanding of the interplay of race, class and gender.
- Prepare students for further study in the social sciences by developing skills in comparing and contrasting theory, research and writings on race, class and gender.
- Teach students how to critically analyze and evaluate theory, research and writings on race, class, and gender.

Assignments and course requirements (4,000 word writing requirement)

Given the University General Education Requirement of 4,000 words, each student will be required to complete writing requirements of at least 4,000 words.

It is our intention to cap enrollment in this course at 42 students.

Sample assignments include (elaborate):

- 2-3 papers that are critical essays of chosen readings. Each of these should be from 500-750 words in length (1000-1500 words)
- Essay-type midterm examination (1000 words)
- Final examination essay-type (1000 words)
- Final research project and paper. (2000 words)
- Classroom presentations of the readings done by students as “mini-lectures.”

Course Calendar:

Approximate dates for topics and readings to be covered and due dates for assignments.

Grading Policy:

Each syllabus will state the criteria that will be used in grading, an explanation of how points or percentages of the total grade will be apportioned, and a statement of the necessary conditions for a passing grade.

General Information:

Attendance policy, missed work, classroom interaction ground rules and late work policy. These may vary by professor.

Suggested Texts and Readings

Possible textbooks:

1. Women's Lives: Multicultural Perspectives, Kirk and Okazawa-Rey, Mayfield Publishing Company, 1998. Hereafter referred to as WLMP.

Other textual sources for readings (each or one of these could be added as a text or assigned in part as a compiled reader)

1. Castillo-Speed, Lillian (Editor). Latina: Women's voices from the Borderlands. Touchstone: Simon and Schuster Publishers, 1995. Referred to as "Latina" in assigned readings. (*See sample syllabus*).
2. Hooks, Bell. Ain't I a woman: black women and feminism, South End Press, 1981.
3. Harley, Sharon & Terborg-Penn, Rosalyn (Editors). The Afro-American Woman: Struggles and Images, Black Classic Press, 1997. Referred to as "AFAM"
4. Gunn-Allen Paula. The Sacred Hoop: Recovering the Feminine in American Indian Traditions. Beacon Press, 1992. Referred to as "Sacred"
5. Shah, Sonia (Editor). Dragon Ladies: Asian American Feminists Breathe Fire. South End Press, 1997. Referred to as "Dragon" in assigned readings.
6. Adams, Diane L. (Editor) Health Issues for Women of Color, 1995.
7. Anita Leal-Idrogo, Judith T. Gonzalez-Calvo & Vickie D. Krenz (Editors), Multicultural Women: Health, Disability and Rehabilitation. Kendall-Hunt Publishing Company, 1996.
8. Corinne Squire (editor), Women and AIDS: psychological perspectives, Sage Publications, 1993. Referred to as "Squire" in the readings for sample syllabus.

Websites on women of color in U.S. (recommended in order to provide computer skills in researching materials for papers)

- www.blackclassic.com this is the Website for the Black Classic Press.
- www.lycos.com for searching the Web in research paper assignment.

Other materials:

No other materials, other than textbooks or a compiled reader (using suggested other texts and extracting selected readings) are needed. Use of the Websites, as either required or recommended material requires access to a computer with Internet capability, e.g., a modem or ISDN connection or a network connection. Browser software such as Netscape® or Microsoft® Internet Explorer is also required. It is assumed that students will have access to computers via campus labs.

Attachment #3: Sample Syllabus

Women of Color

Women's Studies 120

Fall, 199_

Dr. Judith Gonzalez-Calvo

Office: SS 219

Phone: 278-5148

Women's Studies Office: SS 226 A

Fax: 297-4236

E-mail: judithg@zimmer.csufresno.edu

Catalog Description:

Examines the role and status of U.S. women of color within the larger social structure. Women in varying family structures and cultural settings will be examined, with an emphasis on how social systems shape the roles of women and affect larger U.S. institutions.

Course Objectives:

The course will augment skills and knowledge developed in low-division Foundation courses to

- Compare and contrast the roles of women in a multicultural and multiracial context.
- Integrate theories of gender socialization and race, class and ethnicity, comparing and contrasting feminist theories as they vary by race and social class.
- Integrate feminist theory, symbolic interactionism, and other social theories into the analysis of self-, cultural-, racial- and ethnic-identity formation.
- Understanding how historical trends and events, social class, environment and gender affect the life chances of women of color.
- Apply the findings of research and theoretical writings on women to a greater understanding of the interplay of race, class and gender.
- Prepare students for further study in the social sciences by developing skills in comparing and contrasting theory, research and writings on race, class and gender.
- Teach students how to critically analyze and evaluate theory, research and writings on race, class, and gender.

Required Texts and readings (some will be placed in a compiled reader to reduce cost to student).

2. Women's Lives: Multicultural Perspectives, Kirk and Okazawa-Rey, Mayfield Publishing Company, 1998. Hereafter referred to as WLMP. This will be purchased and is the major text for this class.

Other textual sources for readings (each of these will be assigned in part as a compiled reader)

9. Castillo-Speed, Lillian (Editor). Latina: Women's voices from the Borderlands. Touchstone: Simon and Schuster Publishers, 1995. Referred to as "Latina" in assigned readings. (See *sample syllabus*).
10. Hooks, Bell. Ain't I a woman: black women and feminism, South End Press, 1981.
11. Harley, Sharon & Terborg-Penn, Rosalyn (Editors). The Afro-American Woman: Struggles and Images, Black Classic Press, 1997. Referred to as "AFAM"
12. Gunn-Allen Paula. The Sacred Hoop: Recovering the Feminine in American Indian Traditions. Beacon Press, 1992. Referred to as "Sacred"
13. Shah, Sonia (Editor). Dragon Ladies: Asian American Feminists Breathe Fire. South End Press, 1997. Referred to as "Dragon" in assigned readings.
14. Adams, Diane L. (Editor) Health Issues for Women of Color, 1995.
15. Anita Leal-Idrogo, Judith T. Gonzalez-Calvo & Vickie D. Krenz (Editors), Multicultural Women: Health, Disability and Rehabilitation. Kendall-Hunt Publishing Company, 1996.
16. Corinne Squire (editor), Women and AIDS: psychological perspectives, Sage Publications, 1993. Referred to as "Squire" in the readings for sample syllabus.

Websites on women of color in U.S. (recommended in order to provide computer skills in researching materials for papers)

- www.blackclassic.com this is the Website for the Black Classic Press.
- www.lycos.com for searching the Web in research paper assignment.

Other materials:

No other materials, other than textbooks or a compiled reader (using suggested other texts and extracting selected readings) are needed. Use of the Websites, as either required or recommended material requires access to a computer with Internet capability, e.g., a modem or ISDN connection or a network connection. Browser software such as Netscape® or Microsoft® Internet Explorer is also required. It is assumed that students will have access to computers via campus labs.

Grading and Assignments

Grading Policy

A total of 100 points are possible in the course. The breakdown is as follows:

- A= 90-110 points
- B= 80-89 points
- C= 70-79 points
- D= 60-69 points
- F= less than 60 points

Criteria for evaluation of your work:

1. Depth of understanding of the ideas and theories presented in the readings.
2. Extent to which you integrate this understanding into an interpretation of the theory or idea presented.
3. Accuracy of description
4. Clarity of expression: avoid vagueness, sweeping generality, and ambiguity.
5. Extent to which you back up your critiques and opinions with material read in class or in library research.
6. Insight and originality of your interpretation of the readings or of the research done in the library.
7. Correct grammar and spelling
8. Neatness and correct format
9. Timeliness of completion

Assignments and course requirements

- **Weeks 3-4:** 2 papers that are critical essays of chosen readings. Each of these should be from 500-750 words in length (1000-1500 words). Each of these will be worth 10 points, for a total of **(20 percent)** of your grade. You must choose a reading from your packet or text.
 - **Weeks 7-8:** Essay-type midterm examination (1000 words). This will be worth 30 points, or **(30 percent)**. **This will be a take-home examination.**
 - **Week 14:** Final research project and paper. (2000 words). **(30 percent)**. **This research project must involve outside library research on a topic derived from the student's interest in an area of the course. Work must be properly cited and should follow the MLA and APA (version 4) style.**
 - **Weeks 12-14:** One classroom presentation and interpretation of the readings done as a "mini-lecture." **(5 percent)**.
 - **Final exam week:** Final examination essay-type (1000 words). **(15 percent)**.
- Note: Approximate dates for topics and readings to be covered and due dates for assignments. Since I have not yet taught this course, these are presented as approximate weeks. See assignments above.

General Information:

I expect good attendance, and will reward such by addition of points to assignments that are borderline between two grades for those that attend and participate in classroom activities. I also expect work to be completed in a timely manner, and will only accept late papers with a valid and pressing reason. Late work will lose 1/2 grade point for each classroom meeting day late. I also expect that civility and reason will govern classroom participation. While we are welcome and free to disagree, this must be done with respect, responsibility and courtesy. No hateful speech or put-downs will be tolerated.

Course Calendar: Course Content and Sequence of Readings

Week 1: Defining women of color and feminism

Women's Lives: Multicultural Perspectives, Introduction, pp. 7-13 and readings 1,4,5,6 from Chapter 1 of Women's Lives, pp.14-41; Hooks, pp. 119-196; Sacred, pp. 209-221.

Week 2: Identity and social location

WLMP, pp. 51-58; Latina, pp. 25-36, Sacred, pp. 9-50; Dragon, Foreword- p.16.

Week 3: Identity defined through the lens of women of color and their writings and experiences (some historical perspectives and writings by women of color)

WLMP, pp. 59-100. AFAM, pp. 74-86; Latina, pp. 57-72; 96-106; Sacred, pp. 51-101.

Week 4: Body politics, sexuality and reproductive rights

WLMP, pp. 103-131; Sacred, pp. 245-261; Hooks, pp. 15- 49; Squire, Introduction and Part I, pp. 17-68.

Weeks 5-6: Relationships, families and households

WLMP, pp. 132-181; Latina pp. 79-88; Hooks, "The imperialism of patriarchy", pp. 87-117; Sacred, pp. 127-146; Dragon, pp. 182-199

Week 7: Living in a global context

WLMP, pp.182-216; Dragon, pp. 121-168

Weeks 8-9: Work, wages, and welfare

WLMP, pp. 217-264

Week 10-11: Women's health: effects of race and class

WLMP, pp. 265-330; Dragon, pp.73-89; "Introduction: Issues of Multicultural Women in Health, Disability and Rehabilitation" by Anita Leal-Idrogo and Judith T. Gonzalez-Calvo in Multicultural Women: Health, Disability and Rehabilitation. (1996) Anita Leal-Idrogo, Judith T. Gonzalez-Calvo & Vickie D. Krenz (Eds.), Kendall-Hunt Publishing Company. (This article explores feminism as a framework for the understanding of how race, class and gender are intertwined with health status)

Reading: taken from another reader: Health Issues for Women of Color, Diane L. Adams (Ed.), pp. 89-111; pp. 188-207

Week 12: Women of color, domestic violence and the criminal justice system

WLMP, pp. 331-375; Dragon, pp. 108-117

Week 13: Women of color and the military

WLMP, pp. 376-404

Week 14: Women of color and the environment

WLMP, pp. 406-439

Weeks 15-16: Creating change: using theory and vision to empower women of color and all peoples

WLMP, pp. 450-500; Dragon, pp. 100-107; Sacred, pp. 189-193, 262-268.

Attachment #4: Special cost factors

There are no special cost factors associated with this course.