

**UNIVERSITY OF PUERTO RICO
RÍO PIEDRAS CAMPUS
COLLEGE OF GENERAL STUDIES
ENGLISH DEPARTMENT**

Course Title: Women of Color Writers in English

Course Code: INGL 3297

Credits/Hours: 3 credits per semester/ 3 class hours

Prerequisite: Advanced Placement in English (score of 4 or more) or completion of first-year English (INGL 3101-3102 or INGL 3103-3104 or INGL 3123-3124 or INGL 3011-3012)

Course Description:

This course is an option for completing the literature requirement of the general education component. The course focuses on women of color, such as but not limited to African American, Native American, Asian American, and Latina/Chicana, writers and how they express themselves in a variety of texts. The course explores questions of identity formation and/or disintegration and how they are rooted in issues of race, gender, social status, history, community, economics, and generational conflict. Critical reading in different genres demonstrates where these women of color writers fit into the canon of work written in the English language and to see how their texts have an interdisciplinary, transcultural, and multicultural focus. The course also assesses the significance and role of the writings as part of women's literature, feminist literary theory, and critical race theory. Information literacy competences are an essential component of this course.

Learning Objectives:

Consistent with the English Department's general objectives, the student will demonstrate through a wide variety of forms of evaluation and on the basis of the standards for the different levels established by the English Department that they are making progress in their ability to:

- Discover and interpret the salient themes in literature by women of color.
- Identify and assess the critical issues relevant to the study of literature by women of color, such as personal identity, nationality, sexuality, gender, class, and ethnicity.
- Compose analysis of literature by women of color utilizing feminist literary theory and critical race theory.

- Critique methods of interdisciplinary feminist analysis that emphasize the intersectionality of race, gender, class, ethnicity, sexuality, and ability in shaping the institutions and cultures, such as but not limited to African-American, Native American, Asian American, and Latina/Chicana.
- Explain critical opinions through discussion.
- Apply effective strategies for working collaboratively with students, including those with disabilities.
- Demonstrate ability to efficiently search for information and effectively and ethically use and manage information.
- Analyze a variety of writings by women of color and explore the breadth of those writings from multiple disciplines, such as gender studies, ethnic studies, sociology, history, and political economy.

Content Outline and Time Distribution:

Unit I. Background of Literature by Women of Color and Review of Literary Terms

A. Introduction to the Course

1. Engendering Language, Silence and Voice (9 hours)

B. Feminism and Literary Theories (3 hours)

Unit II. Women of Color Writers and Sexuality (9 hours)

A. Writing Bodies/Bodies Writing

1. Women and Freedom

Unit III. Women of Color, Motherhood and Mothering (9 hours)

A. Re-Thinking the Maternal

1. Writing and Motherhood

Unit IV. Women of Color and the Personal Journey (9 hours)

A. Factors of the Self

1. Identity and Difference

Unit V. Women of Color and Empowerment

(6 hours)

A. Rights in Society

1. Resistance and Transformation

Total Contact Hours: 45 hours

Instructional Strategies:

This course is based upon collaborative discussion among students and teacher; therefore, oral participation is required. A variety of learning and assessment experiences are used to create an interactive environment to promote reflection, critical thinking and collaboration. Strategies employed in this course may include: lectures, discussion, workshops, group projects, films, Blackboard, audio recordings, and library trips. Assessment activities and strategies are also used to evaluate students' learning.

Evaluation Strategies:

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|------------------------|------------|
| A. Written Essays | 35% |
| B. Homework Responses | 15% |
| C. Exams | 30% |
| D. Informal Writings | 10% |
| E. Class Participation | <u>10%</u> |
| | 100% |

English Department Attendance Policy:

Six contact hours of absences may lower average one whole letter grade. Five late arrivals are equivalent to one absence.

Rights of Students with Disabilities:

The University of Puerto Rico complies with all state and federal laws and regulations related to discrimination including "The American Disabilities Act" (ADA) and Law #51 from the Puerto Rico Commonwealth (Estado Libre Asociado de Puerto Rico). Every student has the right to request and receive reasonable accommodation and Vocational Rehabilitation Services (VRS). Those students with special needs that require some type of particular assistance or accommodation shall explicitly communicate it directly to the professor. Students who are receiving VRS services shall communicate that to the professor at the beginning of the semester to facilitate appropriate planning and the necessary equipment according to the Persons with Disabilities Affairs Office (Oficina de Asuntos para las Personas con Impedimentos [OAPI]), administered by the Dean of Students Office. Any other student requiring assistance or special accommodation shall also communicate directly with the professor. Reasonable accommodations requests or services DO NOT exempt the student from complying and fulfilling academic and course related requirements and responsibilities. Differential evaluation will be provided to students with special needs who have been duly certified by OAPI. (See Circular Núm. 9 de 2002–2003.)

Academic Integrity Policy:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

Gender and Sexual Identity Discrimination Policy:

The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy Against Sexual Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

Center for the Development of Linguistic Competencies:

Students who need additional individual attention with regard to English (grammar, punctuation, sentence structure, etc.) are encouraged to attend individual tutoring services, group workshops, and other activities offered by the Center in the ERA (Ernesto Ramos Antonini) building, room 101.

Bibliography:

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Print.

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New York: St Martin's, 1993. Print.

Ahmad, Rukhsana, and Rahila Gupta, eds. Flaming Spirit: Stories from the Asian Women's

Writer's Collective. London: Virago, 1994. Print.

Anantharam, Anita. *Bodies That Remember: Women's Indigenous Knowledge and*

Cosmopolitanism in South Asian Poetry. Syracuse, NY: Syracuse UP, 2012. Print.

Anzaldúa, Gloria. *Borderlands/La Frontera: The New Mestizo*. 4th ed. San Francisco: Spinsters

- Aunt Lute, 2012. Print.
- , ed. *Making Face, Making Soul Haciendo Caras: Creative and Critical Perspectives by Women of Color*. San Francisco: Spinsters Aunt Lute, 1990. Print.
- , and Chenie Moraga, eds. *This Bridge Called My Back: Writings By Radical Women of Color*. 4th ed. New York: Kitchen Table: Women of Color, 2015. Print.
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2009. Print.
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West Alan, ed. *Latino and Latina Writers*. New York: Scribner, 2004. Print.

Online Resources

Research

<https://owl.purdue.edu/>

<http://www.indiana.edu/~wts/pamphlets.html>

<https://www.library.cornell.edu/research/citation>

<https://www.bowdoin.edu/baldwin-center/writing-and-rhetoric/writing-resources.html>

<https://www.library.cornell.edu/research>

<http://www.esc.edu/online-writing-center/resources/research>

Dictionary

<http://www.merriam-webster.com/>

Resources

<http://www.ccgmag.com/newwoc/>

<http://womensgenderandfamilies.ku.edu/>

Journals

<http://www.palabralitmag.com/>

<http://kartikareview.com/>

<http://www.redbonepress.com>

Updated by Brenda A. Camara Walker, June 2019.

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