

Online WGSST 2215 Women Writers (Summer 2013): Reading Women of Color Writing

* Make sure you check your OSU e-mail regularly (at least once a day preferred). I will announce news and reminder mainly through your OSU e-mails.

Instructor: (Brena) Yu-Chen Tai 戴宇呈 (Please address me “Dear Brena” in e-mails.)

Office Hours: only by appointment through Skype or Adobe Connect

E-mail: tai.38@osu.edu (E-mail is the best way to reach me.)

Note 1: I will be out of the country during the entire period of the summer course. So e-mail is the best way to reach me. But you can schedule an appointment to talk to me through Skype or Adobe Connect if needed.

Note 2: Taiwan time is 12 hours faster than the Eastern Time. For example 6/10 8:00 am in the Eastern Time is 6/10 8:00 pm in Taiwan time.

Accommodation of Students with Disabilities

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Disability Service for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so. The Office for Disability Services is located in room 150 Pomerene Hall, 1760 Neil Avenue (614-292-3307; 614-292-0901). The website: <http://www.ods.ohio-state.edu>

Course Goals

As a course that fulfills GE literature, this course helps students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment, interpretation and evaluation, and critical listening, reading, seeing, thinking, and writing. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

Course Description

This course focuses on literary works written by women of color in the U.S. The primary texts cover different genres and narrative styles, such as illustrated semi-autobiographies, plays and personal narratives. Some of the primary texts are not linear but more experimental ones. The course includes a variety of topics and examines the ways in which women of color writers address cultural, social and political issues at the intersection of gender, race, class, sexuality, ethnicity, and/or nationality. This course aims to provide a learning environment to practice more responsible and ethical ways of knowing differences, to bridge literary work with current issues and social movements in our time, and to imagine social justice collaboratively. Much of the learning in this course will be through written assignments, critical discussions, group presentations, analysis on the basis of individual and collective efforts and reflection on personal experiences.

Learning Objectives

Upon completion of this course, students will have gained:

1. Analytical skills for reading women of color literary texts through feminist lenses.
2. An understanding of how themes and theories in the work of women of color are related to the study of gender, race, class, culture, subjectivity and social change crucial to feminism.
3. A more ethical and responsible approach of knowing differences by recognizing one's and others' privilege, oppression, resistance and agency.
4. Teamwork and virtual presentation skills.

Questions for Consideration

When you read the course materials, you may want to keep the following questions in mind:

1. What are the primary features of women of color literary work?
2. How do narrative styles reflect or contest the themes in women of color literary work?
3. How do we understand pain and healing in the work of women of color writers?
4. What suppressed or marginalized histories do women of color writers recover and rework? For what goals?
5. How do women of color resist or subvert the hegemonic gender, race and/or national discourses?
6. How are the theories and literary work women of color offer useful to understand current issues, debates and social movements happening in our society and in our daily life?
7. What alternative ways of knowing and alternative society do women of color writers propose and envision in their work?
8. Who are "Americans"? Whose nation is it in the geographical location now called the U.S.?
9. What cultural, gender, class, sexual and racial bias do we have as readers when we try to understand the experiences and worldviews of women of color in their literary and theoretical work? What causes our baggage of knowing?

Policies

1. False Identity

All the assignments must be completed by students who officially enroll in this course. I will report all suspected false identity cases to Women's, Gender and Sexuality Department at OSU. Punishments owing to false identity will be determined by WGSST Department and/or OSU Academic Misconduct Committee. Anyone who substitutes the students who officially enroll in this course does any course requirements for him/her as well as the students who are substituted will be reported as suspected violators of false identity code.

2. Plagiarism

As defined by University Rule 3335-31-02, plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word for word use and/ or paraphrasing of another person's work,

and/ or the inappropriate unacknowledged use of another person's ideas. Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing may take place. If the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his/her own and plagiarism search engines make documenting the offence very simple.

* **Use ideas word-for-word from other classmates' Carmen posts without proper acknowledgement also counts as plagiarism.**

* Always cite your sources.

* Always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism.

* Always see your instructor if you have difficulty with an assignment.

To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

3. It is your responsibility to keep tracking whether your grades and participation records are correct.

4. **Ground Rules for Discussion**

It is important that we recognize that we will have different opinions, backgrounds and experiences. In order for us all to gain the most from our time together in class, sharing our own perspectives and experiences as they relate to the readings will definitely come up and is encouraged.

* **Respectful listening:** We may not always agree with one another, but we each deserve to be heard.

* **Compassion:** Never forget there is a human being behind an opinion, and that we are all at different levels of growth, awareness and life experiences.

* **Confidentiality:** When we share personal stories in the context of larger concepts, they become part of the classroom and should stay within the context. Confidentiality is applied to Carmen discussion forums, class Google Doc and any activities in this class.

* **Mistakes:** We learn through sharing what doesn't work and where things fall apart. We learn from mistakes to know what can work well.

* **Don't deny your emotions:** We will explore the issues of privileges, oppressions and some controversial issues, such as non-normative sexualities, racism and white supremacy, in order to learn and practice a more ethical and responsible ways of knowing differences. During the learning process, it is very normal to feel resistant, angry and uneasy at some point. Don't deny the emotions but try to understand where they come from and how they can help us learn and transform.

Course Required Texts: Available in SBX and other OSU bookstores.

Anzaldúa, Gloria. *Borderlands: La Frontera: The New Mestiza*. 3rd Ed. San Francisco: Aunt Lute Books, 2007.

(We are going to read only chapters 1, 2, 7.)

Hogan, Linda. *The Woman Who Watches Over the World*. New York: W. W. Norton, 2001.

Lopez, Erika. *Flaming Iguanas: An Illustrated All-Girl Road Novel Thing*. New York: Simon & Schuster, 1998.

Moraga, Cherrie. *The Hungry Woman: A Mexican Medea*. Albuquerque, New Mexico: West End P, 2001. (We are going to read only the first play titled *The Hungry Woman* in this book.)

Supplementary Texts

Supplementary texts marked with asterisk (*) in our course schedule are all available on Carmen.

Note: *Flaming Iguanas*, *The Hungry Woman* and *The Woman Who Watches Over the World* are “primary texts.”

Other reading materials in this course are called “supplementary texts.”

Videos: You need to install RealPlayer to watch videos in OSU online media library.

Mirrors of Privilege: Making Whiteness Visible (Available on YouTube)

Precious Knowledge (Available in OSU online media library)

Our Spirits Don't Speak English (Available in OSU online media library)

Course Schedule

The instructor reserves the right to change this schedule. If changes become necessary, they will be announced in Carmen “news” as well as through e-mails and will automatically become part of the course syllabus.

- ✧ Articles with asterisk (*) are available in Carmen content area arranged by the week of discussion.
- ✧ Assignment due dates are highlighted by pink background.
- ✧ Streaming videos are available in OSU online media library accessible through the link in Carmen content.

Week 1 (6/10-6/16): Introduction to WGSST 2215	
Lecture 1	Introduction to WGSST 2215
Lecture 2	* “Speaking in Tongues: A Letter to 3 rd World Women Writers” * “Her Rites of Passage” * “The Transformation of Silence into Language and Action”
Lecture 3	* “Age, Race, Class, and Sex: Women Redefining Difference” * “Homophobia: A Weapon of Sexism”
Assignments due by 6/16 (Sun) 11:59 pm: 1. Lecture 1, Lecture 2 and Lecture 3 assignments in respective Carmen discussion forums. 2. Syllabus quiz in Carmen quiz (You can repeat the quiz as many times as you want to get full points). 3. Group presentation preparation stage: (1) Sign up for a group presentation topic in Google Doc accessible under “Assignment Guidelines” in Carmen content area. (2) Contact your group presentation members once your group is full (cc Brena a copy of your first group e-mail).	
Week 2 (6/17-6/23)	
Lecture 4	YouTube Video: <i>Mirrors of Privilege: Making Whiteness Visible</i>
Lecture 5	* “White Privilege: Unpacking the Invisible Knapsack” * “Heteropatriarchy and the Three Pillars of White Supremacy”
Lecture 6	* “Undoing the ‘Package Picture’ of Cultures” * “Arrogant Perception, World-Traveling, and Multicultural Feminism”
Assignments due by 6/23 (Sun) 11:59 pm: 1. Lecture 4, Lecture 5 and Lecture 6 assignments in respective Carmen discussion forums. 2. Each group submits only one “Tentative Group Presentation Collaboration Schedule” to your exclusive group presentation discussion forum on Carmen. (The form is available in Carmen content area.)	
Week 3 (6/24-6/30)	
Lecture 7	* “The Myth of the Latin Woman” * “Guadalupe the Sex Goddess”

Lecture 8	<i>Flaming Iguanas</i>
Lecture 9	<i>Flaming Iguanas</i>
Assignments due by 6/30 (Sun) 11:59 pm:	
1. Lecture 7, Lecture 8 and Lecture 9 assignments in respective Carmen discussion forums.	
Week 4 (7/1-7/7)	
Lecture 10	Group Presentation Day 1 (LGBTQ) due on <u>7/1 (Mon) 11:59 pm</u>
Lecture 11	Streaming Video: <i>Precious Knowledge</i>
Lecture 12	The following chapters are all in <i>Borderlands</i> : Ch 1: “The Homeland, Aztlán” Ch 2: “Movimientos de rebeldía y las culturas que traicionan” Ch 7: “Toward a New Consciousness”
✧ Group presentations on LGBTQ are due by 7/1 (Mon) 11:59 pm in Carmen discussion forum titled “Lecture 10: Group Presentation Day 1 (LGBTQ)” ✧ Assignments due by 7/7 (Sun) 11:59 pm: 1. Lecture 10, Lecture 11 and Lecture 12 assignments in respective Carmen discussion forums	
Week 5 (7/8-7/14)	
Lecture 13	Group Presentation Day 2 (Chicanas and border crossing) due on <u>7/8 (Mon) 11:59 pm</u>
Lecture 14	<i>The Hungry Woman</i>
Lecture 15	<i>The Hungry Woman</i>
✧ Group presentations on Chicanas and border crossing are due by 7/8 (Mon) 11:59 pm in Carmen discussion forum titled “Lecture 13: Group Presentation Day 2 (Chicanas and Border Crossing)” ✧ Assignments due by 7/14 (Sun) 11:59 pm: 1. Lecture 13, Lecture 14 and Lecture 15 assignments in respective Carmen discussion forums.	
Week 6 (7/15-7/21)	
Lecture 16	Group Presentation Day 3 (Native Americans and indigenous feminism) due on <u>7/15 (Mon) 11:59 pm</u>
Lecture 17	* “Race, Tribal Nation, and Gender: A Native Feminist Approach” * “Where I Come from Is Like This”
Lecture 18	Streaming Video: <i>Our Spirits Don’t Speak English</i>
✧ Group presentations on Native Americans and indigenous feminism are due by 7/15 (Mon) 11:59 pm in Carmen discussion forum titled “Lecture 16: Group Presentation Day 3 (Native Americans and indigenous feminism)” ✧ Assignments due by 7/21 (Sun) 11:59 pm: 1. Lecture 16 , Lecture 17 and Lecture 18 assignments in respective Carmen discussion forums	

Week 7 (7/22-7/28)	
Lecture 19	<i>The Woman Who Watches Over the World</i>
Lecture 20	<i>The Woman Who Watches Over the World</i>
Assignments due by 7/28 (Sun) 11:59 pm: 1. Lecture 19 and Lecture 20 assignments in respective Carmen discussion forums 2. Extra credit assignments	
Final Week	
7/29 (Mon)	Final paper due by 7/29 (Mon) 11:59 pm in Carmen dropbox

Course Requirements and Guidelines

* **Grading scale:** 94-100 A 90-93 A- 87-89 B+ 84-86 B 80-83 B-
 77-79 C+ 74-76 C 70-73 C- 67-69 D+ 60-67 D Below 60 E

* *I DO NOT accept any late assignments unless unavoidable emergency happens to you. If that is the case, you must inform me as soon as possible so that I can do my best to accommodate your need. But I reserve the right not to extend any deadline. Please plan ahead and avoid doing your assignment at the last minute.*

Course Requirement Overview

Course Requirement	Percentage	Deadline	Where to Submit
Syllabus quiz	5%	The end of week 1: 6/16 (Sun) 11:59 pm	Carmen quiz area
Weekly Participation	35%	Weekly assignments are due every Sunday midnight (11:59 pm)	Carmen discussion forums
Group presentation	25%	Monday midnight of the week of your group presentation	Carmen discussion forums
Final paper	35 %	7/29 (Mon) 11:59 pm	Carmen dropbox

Syllabus Quiz (5%) due by 6/16 (Sun) 11:59 pm in Carmen quiz area

By the end of the first week, you are required to complete a syllabus quiz on Carmen. The syllabus quiz is to make sure you read thoroughly and carefully (1) our syllabus (2) the structure of our Carmen site. You can repeat the quiz as many times as you want to get full points before due time.

Participation (35%)

* *There are 20 lectures in total. If you miss more than half of the lecture sections throughout the semester, namely, 11 “no participation” and more (excluding 2 free absences), you will directly fail this course no matter whether you turn in other assignments or not.*

✧ I will keep record of your weekly participation in “**Attendance**” under “People” in our Carmen site. I will

enter your final participation grade in "Grade" area only at the end of the quarter.

- ✧ **Two free absences** in total are allowed no matter what reasons (e.g. sickness, grief leave and other obligations). Two free absences mean that you don't need to complete participation assignments but you can still get full participation points for those two sections. I suggest you save free absences for emergency because from the third absence, I will count it as "no participation" no matter what reason.
- ✧ Your final participation grade may exceed 100 points out of 100 if you receive full credits for 20 lectures. (See grading rubrics below.)

* How to get full participation points for each lecture section?

- (1) Complete all assignments specified in course lecture webpages for each lecture section in Carmen content and then submit them to the specified Carmen discussion forum under "Activities" by **Sunday 11:59 pm** in that week. **No late assignments will be accepted.** Carmen discussion forums will be locked right after the due time.
- (2) Weekly participation assignments include different kinds of writing/research activities, such as summaries, free writing, question answering, theme analysis and online research. You should expect to spend around 90 minutes to complete all the assignments for each lecture section depending on the pace of individual learning and writing. The 90 minutes do not include the time you use to read for the required texts.

* Grading rubrics for participation: Failure to get full participation for a lecture section may greatly impact your grade because participation grade accounts for 35% of your final grade. The final percentage calculated in Carmen "Attendance" will be your final participation grade. **If you get full participation for all 20 sections, I will add extra 5 points to your final participation grade, which will be equal to 1.75 bonus points to your final grade. Your current participation rate will be reflected automatically in the "Attendance" feature on Carmen under "People".**

100 % participation rate	70 % participation rate	30 % participation rate	0 % participation rate
F, 1FA, 2FA	H	LH	N

- ✧ **"F (full participation)":** Complete ALL participation requirements.
- ✧ **"1 FA" (first free absence) & "2 FA" (second free absence)":** The first and the second free absences
- ✧ **"H (half participation)":** Complete HALF to MOST of the requirements
- ✧ **"LH" (less than half participation):** Complete less than half but at least one part of the requirements.
- ✧ **"N (no participation)":** Complete NONE of the requirements.
- ✧ An example of how to calculate your final participation grade: If you have 2 free absences, 11 full participation, 3 half participation, 2 less than half participation and 2 no participation throughout the quarter, your final participation rate will be: $[(2+11) \times 100 + 3 \times 70 + 2 \times 30 + 2 \times 0] \% / 20 = 1570\% / 20 = 78.5\%$ participation rate. Then, your final participation grade is 78.5 points out of 100, which is equal

to C+ in letter grade.

Group Presentation (25%): Due on Monday midnight (11:59 pm) of your group presentation week

This is a group project, so responsibility and commitment to collaboration are required. You are responsible to keep in touch with your group member regularly. If I get complaints from your group members at least twice because you fail to keep in contact with them, you will directly fail this assignment. I don't tolerate any free-loader. Keep in touch with your group member at least once a week is required!

1. You're required to sign up your group presentation by the end of the first week (**6/16**). The group topic list is available in Carmen content area.
2. Each group will consist of 3 members (One group will only consist of 2 members). Please choose one of the following presentation formats for your group presentation: (1) Storify, (2) Group blog, (3) video. See the options below. No matter which option you choose, you need to include all of the following elements, sound, images and texts. Introduction to the three online presentation formats is available Carmen under "Content" → "Assignment Guidelines" → "Group Presentation" → "Options for Group Presentation."
3. Communication: Each group needs to meet with your group member at least **twice** virtually or physically before your presentation due date. Please use your group exclusive Carmen discussion forum as the main site of your group communication so that I can keep track of your collaboration. I expect you to keep in touch with your group members at least once a week. Weekly communication can be about your group presentation or about casual chatting. This requirement aims to prevent you from losing contact with your group members at the last minute.
4. Scholarly reference requirement: Each member should consult at least **one** scholarly reference relevant to your group presentation topic. Scholarly references refer to articles or book chapters published in peer-reviewed academic journals or academically published books. Online magazine, news articles, websites, videos, and Wikipedia are NOT counted toward scholarly reference requirement but they are encouraged to be included in your group presentation to enrich the content of your group presentation.
5. Collaboration Process:
 - ✧ **Step 1 Find your group**: By **6/16 (Sun) 11:59 pm**, sign up your group presentation topic in a Google Doc accessible through Carmen content under "Group Presentation." Send an e-mail to your group member (include my e-mail (tai.38@osu.edu) in your first group e-mail), introduce yourself and then start to work on "Tentative Group Presentation Collaboration Schedule" together.
 - ✧ **Step 2 Coordinate your group schedule**: By **6/23 (Sun) 11:59 pm**, one member of each group is responsible to submit the form "Tentative Group Presentation Collaboration Schedule" (accounts for 5% of your group presentation grade) to your group exclusive presentation discussion forum on Carmen. The form is available on Carmen content under "Group Presentation." * Note: If your group member never responds to your e-mail, please notify me as soon as possible.
 - ✧ **Step 3 Research and choose the format of your presentation**: Brainstorm, research, discuss, collaborate to complete your presentation in one of the online software of your choice. Each member

is responsible for at least one outside scholarly reference.

- ✧ **Step 4 Come up with at least 2 discussion questions:** Come up with at least two discussion questions for other classmates to participate. Preferably, relate back to our course materials in at least one of your questions, such as concepts in articles, *Borderlands* and/or the three primary texts. In other words, I would love to see you bridge your presentation topic with course materials in one of your group discussion questions.
- ✧ **Step 5 Post your presentation:** Post your presentation link along with discussion questions and a bibliography following MLA style in the specified Carmen discussion forum by the **Monday 11:59 pm of your presentation week**. Please see our course schedule for deadlines.
- ✧ **Step 6 Facilitate discussion:** Each group member is responsible for replying to at least 2 other classmates' comments on your group presentation.
- ✧ **Step 7 Self- and peer- evaluation:** Submit a peer and self-evaluation form to Carmen Dropbox titled "Group Presentation Peer and Self-Evaluation" by the Sunday 11:59 pm of your presentation week. The form is available on Carmen content under "Group Presentation."

6. General presentation length requirement: If you are unsure of the minimum length of your group presentation, please contact me in advance. **Avoid long and many direct quotes.** I expect you to use your own words to present your topic. Direct quotes should be less than 1/4 of the content of your group presentation; otherwise, your grade will be greatly impacted.

- (1) If you choose a text-based presentation format, such as Storify and group blog, each member is responsible for 500-700 words in total.
- (2) If you choose an oral- or visual presentation format, such as video, each member is responsible for 3-5-minute presentation.

7. Group Presentation Options:

- (1) **Option 1 Storify:** Work in collaboration as a group to compose one Storify entry. Your group presentation should be coherent. In your Storify entry, you need to include your own typed texts, visual images and video clips. The minimum length of your own typed text should be 500 words x the number of group members. For example, if your group consists of 3 members, the minimum length of your Storify entry should be 500x3=1500 words. In your group presentation Carmen post, share the URL link of your Storify, come up with at least 2 discussion questions, and compile a bibliography following MLA style. Make sure that each member consults at least one scholarly reference (See "Scholarly Reference Requirement" above.)
- (2) **Option 2 Group Blog:** Keep one group blog relevant to your group topic. There should be an introductory post of your blog to guide your readers to how to read your blog or what the blog is about. In addition to the collective introductory post, each member is responsible for at least 2 blog posts. Each blog post should be at least 250 words. Options for your blog entry can be but are not limited to: analyze one news or social issue or video clip relevant to your topic, use your personal

experience to respond to the topic, interview people relevant to the topic, summarize and synthesize at least 2 scholarly references relevant to the topic. Options are not limited to what is mentioned above; creativity is encouraged. The only guideline is that your blog post should be relevant to your group topic and be informative and critically engaged. Group blog posts should not be repetitive and should be coherent; in other words, each post in your group blog should cover a different yet related dimension of your group topic. Therefore, distribution of labor is very important at the early stage. In your group presentation Carmen post, share the URL link of your group blog, come up with at least 2 discussion questions, and compile a bibliography following MLA style. Make sure that each member consults at least one scholarly reference (See “Scholarly Reference Requirement” above.)

- (3) **Option 3 Video:** Make a video in collaboration to present your group topic in a coherent way. The minimum length of your video should be 3 minutes x the number of group members. For example, if your group consists of 3 members, the minimum length of your group video should be 3x3=9 minutes. In your group presentation Carmen post, share the URL link of your video (Please upload your video to Youtube first), come up with at least 2 discussion questions, and compile a bibliography following MLA style. Make sure that each member consults at least one scholarly reference (See “Scholarly Reference Requirement” above.)

8. Grading Rubrics:

- (1) Tentative group presentation collaboration schedule (5%)
- (2) Content and critical aspects of your project (depth, relevance, richness, efforts) (50 %)
- (3) Length requirement (5%)
- (4) Coherence, clarity and creativity (10%)
- (5) Discussion questions and facilitation (10%)
- (6) A bibliography following MLA style (need to meet minimum scholarly references) (5%):
- (7) Collaboration (15%): based on both your self- and peer-evaluation within your group.

Final Paper (35%)

There are two options for the final paper assignment. Outside research is required for this assignment. Please follow MLA style. General writing guidelines and resources for MLA style are available in Carmen content.

1. Length: **6 to 7 double-spaced** paper, exclusive a works cited page. No cover page is needed. The minimum 6 pages mean that you must write 5 full double-spaced and at least another half double-spaced page. Length shorter than 5 and 1/2 double-spaced pages will be counted as failure to meet minimum length.
2. Margin: All of the four sides of paper margin should be one inch. Make sure the right and the left sides of the margin do not exceed one inch. They may need to be changed manually.
3. Minimum references: at least **1** supplementary text other than the primary texts covered in this course and at least **3** outside scholarly references. (Scholarly references only refer to articles or book chapters published in peer-reviewed academic journals or academically published books for this course. You can use online

magazine, news articles, websites, videos, and Wikipedia, but they are not counted toward scholarly reference requirement). * Note: *Flaming Iguanas*, *The Hungry Woman* and *The Woman Who Watches Over the World* are “primary texts.” Except for the four texts, other reading materials in this course are called “supplementary texts.”

4. Options for final paper: There are 2 options for your final paper. Please specify which option you choose for your final paper at the top of your first page.

- ✧ Option 1: This option asks you to analyze one theme in depth through comparing and contrasting at least two primary texts (*Flaming Iguanas*, *The Hungry Woman*, and *The Woman Who Watches Over the World*) covered in this course. Before comparing and contrasting the texts of your choice, you need to first highlight the significance of the theme of your choice by asking yourself why it is important to analyze the theme and how the theme is relevant to the field of feminist studies and to this course. Then, you need to make it clear how the primary texts of your choice are comparable before you start to compare and contrast them. You need to do research on the theme of your choice in addition to your close-reading of the primary texts of your choice. The theme can be but is not limited to American identity, nationalism, American dream, healing, racism, violence, sexuality, memory, identity, spirituality.
- ✧ Option 2: This option asks you to think critically of women of color’s oppressions as well as creatively of what you can do for the larger project of social justice. If you choose this option, first, you need to identify one recurring or salient form of women of color’s oppressions revealed in one primary text (*Flaming Iguanas*, *The Hungry Woman*, and *The Woman Who Watches Over the World*) covered in this course. Then, draw at least one concept from the supplementary texts we read in this course as your theoretical framework to analyze the oppression you have identified. In addition to reflecting critically on the oppression, you also need to think creatively in terms of what you can do in your current academic field or your future career to alleviate the suffering you have identified and analyzed. Your analysis of the oppression you have identified should occupy 2/3 of your final paper and the remaining 1/3 of your paper should be your creative proposal to alleviate the suffering associated with the oppression. Make sure you connect the efforts you want to make toward social justice with course materials. You can also discuss the ways in which the oppression you have identified reveals some blind spots in your current academic field that you want to tackle with. I encourage you to use more than one concept from course materials to analyze the oppression you have identified in order to reveal its multiple dimensions that have impact on women of color.

5. Grading rubrics:

- ✧ 5 points will be directly taken off from your final paper grade if you fail to: (1) use at least one concept from the articles (not the 3 literary primary texts) we have discussed in class as your theoretical framework,

or (2) meet the minimum length. If you don't meet the two requirements, 10 points in total will be taken off.

(1) Response to topic (20 %): 2 points will be taken off if you don't underline your thesis statement.

Based on whether your thesis is specific, focused, well-organized and directly relevant to the final paper option of your choice. You should keep asking yourself whether your body paragraphs support your thesis statement. Check thesis statement guideline under Carmen content.

(2) Knowledge of subject (20%): 3 points will be taken off if you fail to cite minimum references.

Your use of course materials (e.g. theories or concepts) or other relevant materials via quotation or paraphrase. You should draw examples from the text you analyze and other references to support your argument.

(3) Analysis and Interpretation (40 %): Based on how deep and thorough you analyze the texts.

(4) Organization of ideas (15 %): Your organization of paper and the correctness of your word choice and grammar.

(5) MLA style (5 %): 2 points will be taken off if you don't include a work cited page. Based on the correctness of MLA format, including paper format, in-text citation and citation in works-cited pages. Check "MLA Style Guideline" under Carmen content→ "Writing Resources".