

Nikou, Roshan

From: Graduate.Council.Web.Site@www.uky.edu
Sent: Monday, November 10, 2008 1:33 PM
To: Nikou, Roshan
Cc: Price, Cleo
Subject: Investigator Report

AnyForm User: www.uky.edu
AnyForm Document: <http://www.rgs.uky.edu/gc/GCInvestigatorReport.html>
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Client Address: 128.163.135.251

College/Department/Unit: = GWS 710 Latin American and U.S. Women's Lives
Category: = New
Date_for_Council_Review: = 11/13/2008
Recommendation_is: = Approve
Investigator: = David Berry
E-mail_Address = dtrb85@gmail.com
1__Modifications: = N/A
2__Considerations: = N/A
3__Contacts: = N/A
4__Additional_Information: = N/A

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*not on the Agenda
table for 13th*

RECEIVED

DEC 18 08

OFFICE OF THE SENATE COUNCIL

APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts and Sciences Date: February 5 2008

Department/Division proposing course: Gender and Women's Studies

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number GWS 710

b. Title Latin American and U.S. Latina Women's Lives

*If title is longer than 24 characters, write a sensible title (24 characters or less) for use on transcripts:

LatAm/Latina Wom Lives

c. Courses must be described by at least one of the categories below. Include the number of actual contact hours per week for each category, as applicable.

- () CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY () LECTURE () INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY (x) SEMINAR () STUDIO () OTHER - Please explain:

d. Please choose a grading system: [x] Letter (A, B, C, etc.) [] Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable? YES [] NO [x] If YES, maximum number of credit hours:

g. Course description:

This course employs an interdisciplinary perspective to critically examine the various identities and spaces created by, and imposed on, women in Latin America and Latinas in the U.S. We explore connections and divergences within and between these two groups of women, but begin by examining how the legacies of conquest in Latin America and the U.S. have shaped women's experiences in the past. This background will also help us understand how women's experiences have differed given the specific contexts in which their lives unravel.

h. Prerequisite(s), if any:

i. Will this course be offered through Distance Learning? YES [] NO [x]

If YES, please circle one of the methods below that reflects how the majority of the course content will be delivered:

- Internet/Web-based Interactive video Extended campus Kentucky Educational Television (KET/teleweb) Other

Please describe "Other":

3. Teaching method: [x] N/A or [] Community-Based Experience [] Service Learning Component [] Both

4. To be cross-listed as:

SEP 05 2008

APPLICATION FOR NEW COURSE

Prefix and Number

Signature of chair of cross-listing department

5. Requested effective date (term/year): Fall / 2008
6. Course to be offered (please check all that apply): Fall Spring Summer
7. Will the course be offered every year? YES NO
If NO, please explain: It will be offered every other year.
8. Why is this course needed?
It will serve various graduate programs in the humanities and social sciences, and is a research focus of a new faculty member in GWS.
9. a. By whom will the course be taught? Cristina Alcalde
- b. Are facilities for teaching the course now available? YES NO
If NO, what plans have been made for providing them?
10. What yearly enrollment may be reasonably anticipated?
10-15.
11. a. Will this course serve students primarily within the department? Yes No
- b. Will it be of interest to a significant number of students outside the department? YES NO
If YES, please explain.
Because GWS is an interdisciplinary field, the course will draw students from across the humanities and social sciences.
12. Will the course serve as a University Studies Program course[†]? YES NO
If YES, under what Area?
[†]AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
- relatively new – now being widely established
- not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No
15. Is this course part of a proposed new program? YES NO
If YES, please name: It will become an elective in the future GWS graduate program.
16. Will adding this course change the degree requirements for ANY program on campus? YES NO

APPLICATION FOR NEW COURSE

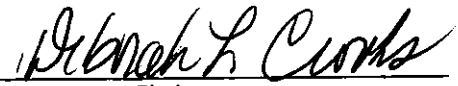
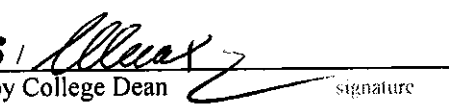
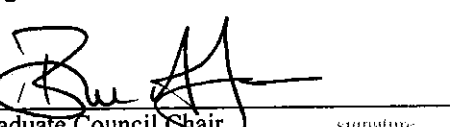
If YES[‡], list below the programs that will require this course:

[‡]In order to change the program(s), a program change form(s) must also be submitted.

17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G or 500. If the course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)
19. Within the department, who should be contacted for further information about the proposed new course?

Name: Deborah L. Crooks Phone: 257-4654 Email: dlcrooks@uky.edu

20. Signatures to report approvals:

02/05/08	Deborah L. Crooks		
DATE of Approval by Department Faculty	printed name	Reported by Department Chair	signature
4/20/08	Leonidas G. Bachas		
DATE of Approval by College Faculty	printed name	Reported by College Dean	signature
* DATE of Approval by Undergraduate Council			
12/07/08	BRANDON DUNCAN		
* DATE of Approval by Graduate Council	printed name	Reported by Graduate Council Chair	signature
* DATE of Approval by Health Care Colleges Council (HCCC)			
		Reported by Health Care Colleges Council Chair	signature
* DATE of Approval by Senate Council			
		Reported by Office of the Senate Council	
* DATE of Approval by University Senate			
		Reported by Office of the Senate Council	

*If applicable, as provided by the University Senate Rules. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

Latin American and U.S. Latina Women's Lives, GWS 710
Dr. Cristina Alcalde

Office: 212 Breckinridge
Office phone number: 257-9719
E-mail: cristina.alcalde@uky.edu

Day/Time: TBA
Location: TBA
Office TBA

Course Description and Objectives

In this course we will employ an interdisciplinary perspective to begin to critically examine the various identities and spaces created by, and imposed on, women in Latin America and Latinas in the U.S. We will explore connections as well as divergences both within and between these two groups of women. Before focusing on Latin American women's and then U.S. Latinas' lives, we will briefly examine how the legacies of conquest in Latin America and the U.S. have shaped women's experiences in the past; this background will also help us understand how women's experiences have differed given the specific contexts in which their lives unravel.

We will focus on texts written by and about women in Latin America and Latinas in the U.S. as much as possible to gain a better and more direct understanding of the experiences we analyze. Life stories in diverse settings in the Americas will be our main vehicle for identifying and exploring issues connected to the roles of cultural difference, gender, sexuality, family, race, class, language, nationality, age, migration, and social justice efforts in women's lives. We will be especially attentive to experiences of violence and resistance and how these are articulated in connection to specific identities and positions. Along the way we will find and analyze intersectionalities and differences in the experiences of Latin American women and U.S. Latinas.

This course will provide ample space for learning about life history methodology and for exploring and questioning the categories "Latina" and "Latin American" as categories of analysis. By the end of the course students will be familiar with diverse life stories of women from Latin America and the U.S.

Course Outcomes:

By the end of this course students will be able to

- Critically identify and discuss the roles of cultural difference, gender, sexuality, family, race, class, language, nationality, age, migration, and social justice efforts in the lives of women in Latin America and Latinas in the U.S.
- Comprehend and demonstrate through the use of examples the points of divergence and similarities between and among Latin American and Latina women's lives.
- Critically evaluate life history methodologies as applied to Latin American and Latina women's lives.

Required Reading:

- Anzaldúa, Gloria. 1999. *Borderlands/La Frontera: The New Mestiza*. San Francisco: Aunt Lute Books.
- Behar, Ruth. 2003. *Translated Woman: Crossing the Border with Esperanza's Story*. Boston: Beacon Press.
- The Latina Feminist Group. 2001. *Telling to Live: Latina Feminist Testimonios*. Durham: Duke University Press. (LFG on syllabus)

- Partnoy, Alicia. 1998. *The Little School: Tales of Disappearance and Survival*. San Francisco: Cleis Press.
- Tupac, Diana Miloslavich, ed. 2000. *The Autobiography of Maria Elena Moyano: The Life and Death of a Peruvian Activist*. Tampa: University Press of Florida.
- Course Reader. Each student is responsible for putting together this “reader.” Articles are available online through the library webpage, through e-journals. Click on E-journals and search for the articles using the complete references on the last two pages of the syllabus. You should print out and organize these articles as soon as possible—three of the articles are to be read by our second class meeting.

Graduate students only:

- Sherna Berger Gluck and Daphne Patai, eds. 1991. *Women's Words: The Feminist Practice of Oral History*. New York: Routledge

Course Requirements:

1) Attendance and Participation: Although this course will include lecture, it will primarily be conducted as a seminar. Participation is essential. You are expected to attend every class and participate in class discussions following oral presentations and films, as well as during regular classes. Because discussion is an essential component in this course, coming to class every day is not enough to receive an A or B on the attendance and participation portion of your grade. You must participate by asking questions, discussing assigned topics in groups, and speaking up in a respectful and informed manner in general. To be able to participate in class discussions in an informed manner, readings must be completed before the beginning of the class session in which they are to be discussed. I expect all students to be respectful of others in the class and to be prepared with reactions, comments, critiques and/or questions in response to the readings and films for each class. Each graduate student will be responsible for leading two class discussions. On days when you do not lead class discussion, you are also expected to participate and contribute to the class by raising issues from the readings and from previous class discussions. Students are allowed **one** free absence. Each additional absence will result in the loss of three points from the student's Attendance and Participation grade. If *you miss 5 or more classes, you will automatically fail the course*. You are expected to come to class on time; if you are more than five minutes late you will be counted as absent for that day. Leaving class early may also be counted as an absence. Students are responsible for viewing all films assigned for this class (which are shown in class – see schedule) and for completing all reading assignments, regardless of class absences.

2) Leading Class Discussion: On September 20, October 9 and 23, and November 1 and 15, class will be organized and led by graduate students. On those days, I will join the rest of the class as a student. Each of those days one to two graduate students will lead class. For this assignment, I will basically hand over the class to you. I have provided a general topic and reading for each of the days to help get you started. You will be responsible for assigning one additional reading to the class (these should be available through online journals or as a class handout and must be given to the class and instructor at least one class period before the scheduled discussion). During class, you should provide necessary background information to understand the readings and general topic, identify the main issues raised in the readings, prepare questions and critiques, and lead discussion. Make sure you connect the points you are presenting to other class topics and engage your peers in the discussion. Although you are expected to provide information during your class, you should not simply lecture. After introducing the main topics, begin to facilitate discussion. Before you sign up for a topic, think carefully about which topics most interest you. You should begin to meet with your co-facilitator (if you have one) to

plan your classes immediately after you sign up for your topic. You can consult with me individually or as a group about how to approach the task of leading discussion. On the day you lead class, you will turn in a one-page outline of your planned class.

3) Exam: There will be one exam. Make-up exams must be arranged two weeks in advance and will only be given with a documented excuse (written proof of a medical or family emergency). If you do not have a valid written excuse for missing the exam, you will receive a zero for the exam.

4) Film Reaction Papers: You are required to watch all films assigned for this class. Materials from the films will be included in exams and class discussions and will enhance our understanding of class topics. You will write one-page critical response papers for this class on the three following films: *La Vida Es Una Sola (You Only Live Once)*, *Silence and Complicity*, and *Maria Full of Grace*. Each paper should

- a) Summarize the main issues addressed in the film
- b) Connect the film topic(s) to class readings and discussions, by using specific examples from the film and readings
- c) Offer your own views/reflections on what you heard and observed

Each critical response paper should be one-page, single-spaced, 12 pt. Film reaction papers are to be turned in at the beginning of the class period on which they are due. *No late papers will be accepted.*

5) Book Reviews: You will write short book reviews on two of the following three books: *Maria Elena Moyano*, *The Little School*, and *Translated Woman*. Reviews are due on the day listed on the class schedule. Additional guidelines will be handed out in class. Graduate students should incorporate information from the Gluck and Patai book into their reviews whenever appropriate.

6) Final paper and presentation: You have two options for the paper for this class. **Option A**: Focus on an individual that self-identifies as Latina or Latin American and plan to meet for a series of interviews throughout the semester. Your assignment is to collect this person's life story through a series of interviews you will tape record and/or takes detailed notes on after receiving the person's consent. You must make sure you receive informed consent before beginning to record the life story. Make sure your interviewee understands and consents to being interviewed for this project and that she understands how the information she gives you will be used and who will read it. Come see me if you have any questions or concerns about consent or this assignment more generally. Please also note that you are required to change your interviewee's name to protect her identity (unless she wishes her real name to be used). You may use any of the texts we have discussed in class as a model for the life story. The final paper should include both the individual life story and an analysis of the main themes. More detailed guidelines will be handed out in class. **Option B**: Write a research paper based on library research on a topic that interests you and is relevant to Latina and Latin American women's lives. Topics must be approved in advance by Dr. Alcalde.

Regardless of which option you decide is best for you, graduate student papers should be 20 pages long and undergraduate papers should be 10 pages long. All papers must be typed in Times New Roman, 12 pt. font, and 1 inch margins. All papers are due on **December 6**. Late papers will be penalized and will not be accepted if more than four days late. You should plan to work on your paper throughout the semester.

We will dedicate December 4 to a class-wide discussion of students' topics and main findings.

Grading Scale for Graduate Students

100-90% = A

89.9-80% = B

79.9-70% = C

< 69.9% = E

Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 257-2754, room 2 Alumni Gym, jkarnes@uky.edu.

Grading

Attendance and Participation	15%
Discussion Day	20%
Film Reaction Papers	15% (3 x 5%)
Book Reviews	10% (2 x 5%)
Exam	20%
Paper	20%

Grading Policy

A = 90-100	B = 80 -89	C = 70-79	D = 60-69
			E= 59 and below

Proposed Schedule

NOTES: All readings should be completed **before class** on the day the reading is listed

DATE	TOPIC	READING
WEEK 1: August 23 (R)	Introduction to the Course and to Each Other Finding class articles online	
WEEK 2: August 28 (T)	Theoretical Frameworks, Major Concepts Life Histories Disparate Histories and Common Themes	Crenshaw, "Mapping the Margins" (CR); Barrig, "Latin American Feminism" (CR); Marin, "Speaking Out Together" (CR)
August 30 (R)	Representation Stereotypes: Place, Race and Gender in Latin America Watch in class: <i>Gringo in Mañanaland</i> (60 mins)	Moyano, 3-35
WEEK 3: September 4 (T)	Latin American Feminisms	Continue Moyano Rodriguez, "Barrio Women..." (CR) (Grads: Gluck and Patai 63-75)
September 6 (R)	CONFERENCE OUT OF TOWN NO CLASS	Continue reading Moyano life story (Grads: Gluck and Patai 137-153)
WEEK 4: September 11 (T)	Peru: Violence and Women's Activism (Two Sides): Women in Shining Path, Maria Elena Moyano <i>Moyano Book Review Due</i>	Finish Moyano life story (Grads: Gluck and Patai 111-119)
September 13 (R)	Peru: Political Activism, Two Sides Film: <i>La Vida es Una Sola (You Only Live Once)</i> (70 mins)	"Memories of a Cadre" (Class handout)
WEEK 5: September 18 (T)	Wrap-Up Peru Maria Elena Moyano and Shining Path Discussion <i>Film Review of La Vida Due</i>	Partnoy, 1-43
September 20 (R)*	Student-Led Discussion Day: Women in Armed (and Unarmed) Struggles	Partnoy, 45-79 Reading TBA
WEEK 6: September 25 (T)	Argentina: Background and Feminisms	Malin, "Mother Who Won't Disappear" (CR)
September 27 (R)	Argentina Mothers of the Plaza de Mayo: Motherhood and Activism	Watch film "The Official Story," available at the library (questions about this film will appear on the exam, film will be discussed in class)

WEEK 7: October 2 (T)	Discussion of The Little School and The Official Story <i>Book Review Due</i>	Finish Partnoy (Grads: Gluck and Patai 93-105, 189-204)
October 4 (R)	<i>Exam, In-Class</i>	
WEEK 8: October 9 (T)*	Student-Led Discussion Day: Transforming Motherhood and Resisting State Violence in the Americas: Insights from Argentina and the U.S.-Mexico Border	Bejarano "Las Super Madres De Latino America: Transforming Motherhood by Challenging Violence in Mexico, Argentina, and El Salvador" (CR) Recommended for presenters: <i>Missing Young Woman/Señorita Extraviada</i> (film)
October 11 (R)	Violence Against Women in the Americas Latinas in the U.S.	Buvinic et. al., "Violence in the Americas: A Framework for Action" [ON RESERVE]; Anzaldúa, Introduction and 23-35
WEEK 9: October 16 (T)	Crossing Borders <i>Begin Film: Maria Full of Grace (101 mins)</i>	Anzaldúa, 37-97
October 18 (R)	<i>Finish Film: Maria Full of Grace</i> Discussion: Connecting <i>Borderlands</i> with <i>Maria Full of Grace</i>	Cepeda, "Shakira as the Idealized Transnational Citizen" (available from instructor); Anzaldúa 99-113 and 124-133)
WEEK 10: October 23 (T)*	Student-Led Discussion Day: The Latin Americanization of the U.S? <i>Film reaction paper due</i>	Bonilla Silva, "From Bi-racial to Tri-racial" (CR); Behar, Part I
October 25 (R)	Theorizing Latina Identities Language and Identities	LFG, Intro; 43-54; 55-59; 231-237; Anzaldúa 138-151
WEEK 11: October 30 (T)	Class Discussion: Who is the New Mestiza? Insights from <i>Borderlands/Fronteras</i> How can we apply <i>Borderlands</i> to Latin America and the U.S.?	Finish Anzaldúa ; LFG 100-103, 177-184, 294-297 Bring 2 written discussion questions/comments to class
November 1 (R)*	Student-Led Discussion Day: Latina Identities and Sexualities	Behar, Part II
WEEK 12: November 6 (T)	Discussion of Translated Woman <i>Book Review Due</i>	Finish Behar

November 8 (R)	Reproduction in Transnational Perspective: Latin American and Latina Women's "Choices"	Hochschild, "Attitudes Towards Reproduction in Latin America..." (CR); Browner, "Interpreting Low-Income Latinas'..." (CR)
WEEK 13: November 13 (T)	Reproduction and Choice Film: <i>Silence and Complicity</i> - Sign Up for Paper Presentation	Browner, "Situating Women's Reproductive Activities" [on BLACKBOARD]
November 15 (R)*	Student-Led Discussion Day: Latin American and Latina Reproduction Across Borders, Selected Issues <i>Film Reaction Paper Due</i>	Hondagneu-Sotelo, "I'm Here, but I'm There..." (CR); Read at least one section or document from: http://www.latinainstitute.org/about/index.html
WEEK 4: November 20 (T)	<i>Catch-Up Day</i> <i>Topics TBA</i>	Work on your paper!
November 22 (R)	Happy Thanksgiving!!!! No class	
WEEK 15: November 27 (T)	Conference Out of Town No Class	Work on your paper!
November 29 (R)	Conference Out of Town No Class	
WEEK 16: December 4 (T)	Discussion of papers	
December 6 (R)	**LAST DAY OF CLASS** Course Wrap-Up Paper Due	

* student-led discussion day

Readings:

Barrig, Maruja. 2001. "Latin American Feminism." *NACLA Report on the Americas* 34 (5)

Marin, Lynda. 1991. "Speaking Our Together: Testimonials of Latin American Women." *Latin American Perspectives* 18 (3): 51-68.

Rodriguez, Lilia. 1994. "Barrio Women: Between the Urban and the Feminist Movement." *Latin American Perspectives* 21 (3): 32-48.

Malin, Andrea. 1994. "Mother Who Won't Disappear." *Human Rights Quarterly* 16 (1): 187-213.

Cepeda, María Elena. 2003. "Shakira as the idealized, transnational citizen: A case study of *Colombianidad* in transition." *Latino Studies* 1(2): 211-232. [INSTRUCTOR WILL DISTRIBUTE]

Bejarano, Cynthia. 2002. "Las Super Madres De Latino America: Transforming Motherhood by Challenging Violence in Mexico, Argentina, and El Salvador." *Frontiers - A Journal of Women's Studies*: 23.

Buvinic, Mayra et al. 1999. "Violence in the Americas: A Framework for Action." Pp. 3-34 in Andrew Morrison & Maria Loreto Biehl, eds. *Too Close to Home: Domestic Violence in the Americas*. D.C: Johns Hopkins University Press. [THIS BOOK IS ON RESERVE AT THE LIBRARY]

Bonilla Silva, Eduardo. 2004. "From Bi Racial to Tri Racial: Towards a New System of Racial Stratification in the USA." *Ethnic and Racial Studies*, 27, 6: 931-50.

Hondagneu-Sotelo, Pierrette and Ernestine Avila. 1997. "'I'm Here but I'm There': The Meanings of Latina Transnational Motherhood." *Gender & Society* 11(5): 548-571

Browner, C. H. and H. Mabel Preloran. 2000. "Interpreting Low-Income Latinas' Amniocentesis Refusals." *Hispanic Journal of Behavioral Sciences* 22 (3): 346-368.

Zegers-Hochschild, F. 1999. "Attitudes towards Reproduction in Latin America: Teachings from the use of Modern Reproductive Technologies." *Human Reproduction Update* 5 (1): 21-25.

Browner, C.H. 2000. "Situating Women's Reproductive Activities." *American Anthropologist* 102 (4): 773-788.

Additional Recommended Life Stories:

- Barrios de Chungara, Domitila. 1978. *Let Me Speak! Testimony of Domitila, a Woman of the Bolivian Mines*. Monthly Review Press.
- Benjamin, Medea with Elvia Alvarado. 1987. *Don't Be Afraid Gringo: A Honduran Woman Speaks from the Heart*. Institute for Food and Development Policy.
- Stephens, Lynn, ed. 1994. *Hear My Testimony: Maria Teresa Tula, Human Rights Activist of El Salvador*. Boston: South End Press.
- Patai, Daphne. 1988. *Brazilian Women Speak: Contemporary Life Stories*. Rutgers.
- Gay, Robert. 2005. *Lucia: Testimonies of a Brazilian Drug Dealer's Woman*. Philadelphia: Temple University Press.

Nikou, Roshan

RECEIVED

From: David Berry [dtrb85@gmail.com]
Sent: Monday, November 10, 2008 1:35 PM
To: Nikou, Roshan
Subject: Re: Agenda

DEC 10 08

OFFICE OF THE
SENATE COUNCIL

Follow Up Flag: Follow up
Flag Status: Flagged

Hello Roshan - I am planning on attending the Thursday GC meeting. I would like to place GWS 710 "Latin American and U.S. Women's Lives" on the agenda. Because I teach across campus, I have to leave at 1:45.

If it is too late to work this course in for the upcoming session, I would be grateful if you would schedule me early for the next meeting.

I have completed the form and forwarded it on line.

Because this is the first time I have reviewed a course proposal, I would appreciate any suggestions or corrections you might have to offer.

Thanks, David

On Mon, Nov 10, 2008 at 11:40 AM, Nikou, Roshan <Roshan.Nikou@uky.edu> wrote:

Good morning:

Please let me know if you have any items ready to present for the upcoming GC meeting on Thursday or if you will be unable to attend.

Thank you

Roshan Nikou

The Graduate School

The University of Kentucky

101 Gillis Building

Lexington, KY 40506-0033

Phone: (859) 257-1457

Fax: (859) 323-1928

Web: www.gradschool.uky.edu

Email: Roshan.Nikou@uky.edu

seeblue
in everything we do.

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David T. R. Berry, Ph.D.
Professor &
Director of Graduate Studies
Department of Psychology
012D Kastle Hall
University of Kentucky
Lexington, KY
40506-0044
PH: 859-257-5451
FAX: 859-323-1979