Students will encounter the accounts of girls and young women with an eye toward understanding how these stories are used as tools of politics and pedagogy. First, the course questions how girls’ stories are primary documents useful for understanding the meanings of race, racial identity, and lived racial experiences when race is a marker of inequality. Second, the course investigates how girls’ stories are used by young women as tools of political action and organizing while being attentive to how these stories can be used very differently by others. Finally, the class explores multiple examples of how girls’ stories act as academic and public pedagogy. This course focuses primarily, although not exclusively, on the United States in the 20th and 21st centuries.

Course Objectives

Students will critically engage a wide range of scholarly and literary texts addressing the lives of girls and young women living with marginal racial or ethnic identities or in marginal linguistic communities. Because many of these girls and young women endure additional vulnerabilities, reading these texts, help students understand and critically analyze how intersectional identities influence life experiences.

Students will become familiar with broad themes and approaches to social science, historical, literary, and education research about race, gender, ethnicity.

Students will develop skills of critical analysis and practical problem solving.

Students will be introduced to multiple, contested ideas for understanding race and gender.

Required Texts

*Addy: American Girl 3 Book Box Set*

Anne Moody, *Coming of Age in Mississippi: The Classic Autobiography of Growing Up Poor and Black in the Rural South*

Maya Angelou, *I Know Why the Caged Bird Sings*

Jacqueline Woodson, *Brown Girl Dreaming*

*(R)*evolution: *The Girls Write Now 2016 Anthology*

Piyali Bhattacharya (editor) *Good Girls Marry Doctors: South Asian American Daughters on Obedience and Rebellion*

Yoshiko Uchida, Desert Exile: The Uprooting of a Japanese American Family

Amani Al-Khataheh, *Muslim Girl: A Coming of Age*

Esmeralda Santiago. *When I Was Puerto Rican: A Memoir*

*Readings marked with * are available on Sakai and in course reserve*

**INTRODUCTION TO THE COURSE**

**Week 1**

January 11

**Readings:**
Read before class [Elle.com Marley Mag](https://elle.com). Be prepared to discuss.

**REPRESENTATIONS OF HISTORICAL BLACK GIRLHOOD**

**Week 2**

January 18

**Readings:**
*Addy: American Girl* 3 Book Box Set
Anne Moody. *Coming of Age in Mississippi, Part 1 - Childhood*

Watch together in class: [An American Girl Story- Melody 1963](https://www.youtube.com/watch?v=08E2XeS8fPw)

**Week 3**

January 25

**Readings:**


**PEDAGOGY AND POLITICS OF BLACK GIRL AUTOBIOGRAPHY**
Week 4
February 1

Readings:
Maya Angelou, *I Know Why the Caged Bird Sings*
Jacqueline Woodson, *Brown Girl Dreaming*

Week 5
February 8

Readings:

Week 6
February 15

Readings:
*(R)evolution: The Girls Write Now 2016 Anthology*

In class:
Visit from *Authoring Action*

Week 7
February 22

Readings:
MEMORY AND REPRESENTATION IN ASIAN AMERICAN GIRLS’ STORIES

Week 8
March 1

Readings:
Yoshiko Uchida, Desert Exile: The Uprooting of a Japanese American Family

Week 10
March 22

Readings:
Piyali Bhattacharya (editor) Good Girls Marry Doctors: South Asian American Daughters on Obedience and Rebellion (selections)

Week 11
March 29

Readings:
Amani Al-Khatahbeh, Muslim Girl: A Coming of Age

The Politics of Telling Latina Stories

Week 12
April 5

Readings:
Readings:
*Carrillo, Juan F. and Esmeralda Rodriguez. "She doesn’t even act Mexican: smartness trespassing in the new south." Race Ethnicity and Education (2016)

Readings:
Esmeralda Santiago. When I Was Puerto Rican: A Memoir

CONCLUSION

Watch Before Class:
Mississippi Damned