**General Education Annual Course Assessment Form**

Course Number/Title__WOMS 20, Women of Color in the US__

GE Area _D1_

Results reported for AY 17/18 SLO 4____ # of sections _4____ # of instructors __2____

Course Coordinator: _Dr. Shahin Gerami____E-mail: __shahin.gerami@sjsu.edu_

Department Chair: __Dr. Carlos Garcia____ College: _____COSS____

**Instructions**: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be **electronically submitted** by the department chair to the Office of Undergraduate Studies with an electronic copy to the home college by September 1 of the following academic year.

**Part 1**

To be completed by the course coordinator: Dr. Shahin Gerami

1. **What SLO(s) were assessed for the course during the AY? 2017/18**

*SLO 4: Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.*

Both instructors chose a qualitative assessment.

Gerami’s assessment is based on a research paper paper about an ethnic/racial group of students’ choice. Students followed a detailed outline, researching their group’s demographic conditions, socio economic conditions, including education, labor market participation, and social status. They explored the group’s culture and how it related to the mainstream language and culture. Each student presented their findings to the class. An enthusiastic group that attended class regularly, were paying attention, and participating. Students had a great dynamic, and intelligent discussion of comparing group experiences. We worked through several drafts and the final grades’ average was C+ with no failing grade for the papers.

Of 33 students, total:
- Mastered SLO at high level: 18 students (55%)
- Mastered SLO at average level: 11 students (33%)
- Unsatisfactory / Marginal: 4 students (12%)

Gallardo’s assessment is based on a final takehome essay analyzing Octavia Butler’s novel, *Kindred*, set in late 19th century Baltimore, Maryland. The assignment required comparing contemporary black/white relationships and identities in terms of political, economic, and social/cultural context with those of the antebellum South.

Of 82 students, total:
- Mastered SLO at high level: 43 students (52%)
- Mastered SLO at average level: 29 students (35%)
- Unsatisfactory / Marginal: 10 students (12%)
Part 2
To be completed by the department chair (with input from course coordinator as appropriate):

1. Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

   Yes, courses are aligned. Instructors meet irregularly to discuss assessment goals and coordinating assignments, readings, and videos.
These are the requirements for your paper. It should not exceed more than 10 pages. Please use ASA format for in-text citations and the reference page. Editorial mistakes WILL cost points.

Study an ethnic/racial/minority group in the U.S. or other country.

I. **Introduction:** Introduce your selected group. If choosing a broad group, be as specific as possible. Briefly explain your reason for selecting this group.
   
   Some examples of groups you may consider choosing:
   
   - African American Women
   - Navajo Women
   - Young Latina Women
   - Pacific Islanders
   - Arab/Muslim Women in the United States

DUE

II. **Demographic Background:** Find demographic information on the group; include: the population size and growth, birth rate, immigration rate, and life expectancy. Where is the group concentrated geographically? DUE

III. **Cultural Background:** Describe the cultural customs and practices within the selected group. What do they consist of? How is it changing or keeping tradition? Focus on the language, religion, literature, music, and other aspects that are important to the group. DUE

IV. **Socio-Economic Status:** Find information about labor market participation and the economic status of your group. Look up educational status for the group. Include information about occupational concentration (ex: service, Hi tech, professional, skilled labor, etc.) Where does the group fit in the American Socio-economic class (upper middle, upper working, etc.) DUE

V. **Conclusion:** Conclude your paper by explaining why you chose this ethnic/racial group for your paper. Write about what you have learned by researching this group and how you and your ethnic/racial group relates to the one you selected. DUE

You will be required to use at least **FIVE** sources for this paper, including **TWO** scholarly journals/articles and **THREE** reputable online sources (BBC, NY Times, .GOV websites). Go to the MLK library and website to find the scholarly texts needed.

Hard copy of Final Paper **DUE** in class
Presentations will be held

**Deadlines are fixed.** Late assignments will lose one letter grade for each day it is late.

I strongly encourage you to seek help from the Writing Center. Do not wait for the last minute to work or receive help for this paper!
Your final is **two 3-page essays** (double-spaced, 12 pt font, 1” margins) on the following topics. In both essays, there is no single right answer, so I’m looking for your thoughtful reflections on the material we’ve covered this semester.

You may talk and plan your essay as much as you want with other students or your professor **until** you start writing. Once you’ve begun writing, you may not share your work with anyone. You may **not** have anyone edit your paper.

Please turn this in as two separate essays, each with their own cover page with name, “Topic A” or “Topic B”, class, and date in the UPPER RIGHT corner. Do NOT put your name on the interior pages.

---

**A.** What are the **two primary factors** influencing how we learn gender? Drawing on lecture, films, and reading, explain how gender socialization happens and why these two factors most significantly influence a person’s understanding of their gender identity. Support your argument with **at least three** specific references to course reading/lecture/film.

**B.** Kindred is in many ways, a story about relationships - economic, familial, social, dysfunctional--and how they become twisted under slavery. Dana states at one point about Rufus, "I had thought my feelings were complicated because he and I had such a strange relationship. But then, slavery of any kind fostered strange relationships. Only the overseer drew simple, unconflicting emotions of hatred and fear..."

In this essay, identify two relationships that are key to the story, and discuss how Butler portrays each. How do the relationships change in the novel? How do they change over time?
Women of Color

“This white privilege is your history being part of the core curriculum and mine being taught as an elective”

This course is an introduction to the historical and contemporary experiences of women of color in the United States. We will analyze interacting inequalities of race, class, gender, sexuality and nation to understand how structures of oppression deprivilege and marginalize women of color. We will also look at some amazing women and groups as they have resisted dominant cultures to document their history, incite social change, and live out their lives with meaning and integrity.

Like many social science courses, this class is not about providing hard and fast answers. It is about raising productive questions about women, men, and racial ethnic identity in a modern world, and equipping you to articulate your own views in a compelling and thoughtful manner. No prerequisites are necessary other than an interest in the subject, a willingness to consider new ideas, and a respect for views other than your own.

Required Texts:
Octavia Butler, Kindred (Beacon Press, 2004) $15

All other required readings will be provided on SJSU’s learning management system (LMS), Canvas. Please print out each reading and keep in a notebook or folder. You must bring weekly readings to class for discussion. For inexpensive copies, I recommend San Jose Copy (6¢ ea) at 109 E. Santa Clara Street (next to Chevron), (408) 297-6698.

Assignments and Evaluation

25% Three Quizzes – 9/5, 9/26, 10/31
30% Participation (includes in-class quizzes and writing assignments, study guides, Twitter posts, WOC bio presentation)
25% Midterm essay project
20% Final

GE Learning Outcomes (GELO) - Area D2 (Social Sciences – Human Behavior; no prerequisites)
At the successful completion of this course, students will be able to:
1. place contemporary developments in cultural, historical, environmental, and spatial contexts;
2. identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them; and
3. evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.
4. Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.

Course Learning Outcomes (CLO)
After this course you will be able to:
1. Understand how U.S. inequalities of race, gender, sexuality and nation interact to restrict and deprivilege women of color and their experiences.
2. Understand the relationship of women of color to feminism, and explain how women of color feminisms are unique.
3. Gain a familiarity with the diversity of experiences and expression of women of color, and their interaction with dominant norms.
4. Recount specific histories of women of color as individuals and groups as they use various strategies and tactics to resist dominant cultures, document their history, and live out their lives with meaning and integrity.
5. Understand power and oppression as structural forces shaping individual lives in the U.S.
6. Recognize how movements led by women of color in the U.S. are interconnected with social movements around the world, particularly in the global South.

We design SJSU classes with the expectation that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

Course Requirements & Assignments

**PARTICIPATION**

The strength of this course depends largely on the strength of your contributions as individuals from different backgrounds and perspectives. **Thirty percent** of your grade depends on attending and participating regularly in the discussion of course material. That means that without meaningful participation, you cannot receive more than a C- in the class. The 30% is calculated based on 200 points total—100 in-class quizzes and groupwork, 50 for Twitter posts, and 50 for worksheets and study guides. These assignments cannot be made up if you miss class; every student receives a 20 point grace.

**Twitter posts:** See inset

- coming to class on time. If you come in late, enter quietly and sit near the door, minimizing distraction to the class.
- bringing the necessary materials—pen or pencil, notebook or notepad, your course syllabus, and the reading for the day.
- interacting respectfully with your peers, paying attention, *listening* carefully, encouraging others' contribution, and contributing when you can.
- NOT texting or surfing or facebooking. I will give you my full attention for the class period, and I expect the same in return. If I see you on fb, games, or shopping sites, I will ask you to leave class for the day.
- checking Canvas regularly
- you must have a good email account that you check regularly. You respond (reasonably) promptly to your teammates' messages.

**Final Examination**

The final exam for this course is Tuesday, December 19, 7:15 – 9:30 am.
Classroom Protocol
You will receive more details about all of these assignments during the semester, but generally:

- **Due Dates** - All assigned work is due at the beginning of class, whether turned in online or in hard copy. Printing problems are not an excuse. **LATE work will be downgraded a full grade the first day it is late, and half-grade every day thereafter.** I strongly suggest you invest now in an inexpensive printer of your own if you do not have one already.

- **Exams** – **You may not make up a missed exam unless you have a documented medical emergency. No exceptions.** If you have a documented illness or emergency, you will take the make-up exam on the day of the final. The make-up exam may be essay or multiple-choice, at my discretion.

- **Format** - Unless otherwise noted, all work must be typed and double-spaced in a plain 12 point font with one-inch margins all the way around the page. **EVERYTHING you turn in should have your full name at the top right of the page, followed by Course and Section number, then date and topic.** If this form is not followed, I will not accept your work. Handwritten work is not acceptable, unless specifically stated in class.

- **Grade checks** – If you require a midterm grade check of any kind (athletic, EOP, fraternity/sorority, etc., personal), you must come to my office hours. I cannot guess your grade in class, or email your request. Come to my posted office hours for a quick discussion and I will sign off on your request. No exceptions.

- **Office hours** - My office is in Dudley Moorhead Hall, second floor, room 238A, on the edge of campus at San Fernando Street, two buildings down from MLK library. Please come see me during office hours at least once or twice during the semester. Seeing your professor during office hours is an excellent habit to establish – you can ask a question, clarify your understanding of lecture material, we can just chat about how you are doing in class, or you can ask about my daughter. **Office hours are part of our job** as professors, and you absolutely have the right to take advantage of our time.

- And finally, I assume you are adult and are in this class because you want an education. You do not need to ask my permission to leave early, go to the bathroom, etc. This also means that if you are chattering with a friend, texting, playing videogames, or are in any way disruptive to me or other students, I will ask you to leave.

**Communication**
Finally, please read this syllabus carefully! This is our contract for the semester and it contains all the information you need to be successful in this class. If a question comes up that is not answered here, please ask me in class or send me an email......

Please remember that all email correspondences with the instructor must be written in a professional manner. All emails should have the course and section number in the subject heading. Each email should begin with “Dear Prof Gallardo” or “Dear Dr. Gallardo” and include a brief message...
that begins with your primary reason for contacting the instructor; not include shorthand, slang, or unnecessary abbreviations (e.g. LOL, wassup?, plz); and is signed with your full preferred name (e.g. – James Smith). Emails and correspondences that do not follow this format will not receive a response. Please be advised that some emails may be answered via an email to the entire class or via an interpersonal exchange before or after class rather than via an individual response. Allow a minimum of 24 hours for the return of emails that will be sent primarily during business hours (Monday – Friday between 9 am – 5 pm).

**Canvas (http://sjsu.instructure.com)**

We will rely on SJSU’s learning management system, Canvas, for this course. You should have been automatically added to the Canvas site when you register for this class. I will use Canvas for class emails so please make sure you have enabled the email functions to your current email address (Account → Settings → View email). If you need help, email ecampus@sjsu.edu or go to the Computer Help Desk on the first floor of Clark Hall.

**Grading Policy**

Grades are assigned on the following scale:

- 98-100 A+
- 93-97 A
- 90-92 A-
- 88-89 B+
- 83-87 B
- 80-82 B-
- 78-79 C+
- 73-77 C
- 70-72 C-
- 68-69 D+
- 63-67 D
- 60-62 D-
- 59- F

**Plagiarism**

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

**University Policy & Resources**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

**Videos**

Videos are regularly scheduled during class time, and most are from our library collection that you can access yourself in your library account. Just search for the title in the regular online catalog and login when prompted with your SJSU Student ID and password. You do not need a separate password to access library videos. You can also view videos at the IRC in the southeast end of Dudley Moorhead Hall. They are generally open from 8am to 9pm, but call to check at 4-2888.
WOMS 20. Women of Color  
Fall 2017 Course Schedule

All readings on Canvas unless stated otherwise. Please complete the listed readings *before* the corresponding class date. Subject to change at instructor’s discretion.

**Week 0 - 8/24**  Intro

**Week 1 - 8/29**  Intro to Sex & Gender  
Read: Wade & Ferree, ch. 3 (35-57)

**Week 2 - 9/5**  Performing Gender  
Read: Wade & Ferree, ch. 4 (59-78)  
Begin reading *Kindred*!  
Film: *Straightlaced*  
Thurs 9/7  QUIZ #1

**Week 3 - 9/12**  Race & Gender  
Read: Race & Racisms, ch. 2  
McIntosh, "White Privilege"  
Video: *Race, Power of an Illusion*  
Are you reading *Kindred*!

**Week 4 - 9/19**  The Persistence of Race  
Haney Lopez, Lani, “Tyranny of the Majority” (ch.1)  
*Watch:* Tim Wise video on canvas

**Week 5 - 9/26**  WOC feminisms  
Still reading *Kindred*?  
Patricia Hill Collins, “Distinguishing Features of Black Fem Thought”  
Audre Lorde, poetry selections  
9/28  QUIZ #2

**Week 6 - 10/3**  Work, Family & Oppression  
PHC, “Work, Family, & Black Women’s Oppression”  
Film: *Maid in America*

**Week 7 - 10/10**  Midterm - Zine presentations

**Week 8 - 10/17**  Kindred I  
Finish *Kindred* for today!

**Week 9 - 10/24**  Kindred II

**Week 10 - 10/31**  Native American Women
Theda Purdue, “Women on the Cherokee Trail”  
11/2 QUIZ #3

**Week 11 - 11/7 Chicanas & Latinas**  
Blackwell, “Hijas de Cuauhtemoc”  
Mary Romero, “Maid’s Daughter”

**Week 12 - 11/14 Asian American & Pacific Islander women**  
“Myth of Asian Am Success”  
Encarguez Perez, “Woman Warrior Meets Mail-Order Bride”  
Yen Le Espiritu, “’We Don’t Sleep Around Like White Girls Do”

**Week 13 - 11/21 South Asian women**  
Deepa Iyer, *We Too Sing*, ch. 1 “Not Our American Dream” (1-33)  
& ch. 5 “Disruptors & Bridge Builders” (91-119)

**Week 14 - 11/28 Language & Identity**  
No readings!

**Week 15 - 12/5 Review**
San José State University  
College of Social Sciences/Interdisciplinary Social Sciences  
Women’s Studies/ AAS 20  
Women of Color in the United States  
Spring 2018

Instructor: Dr. Shahin Gerami
Office Location: DMH 238A
Telephone: (408) 924-5754
Email: shahin.gerami@sjsu.edu
Office Hours: Monday & Wednesday 1:30 – 2:30 PM
Class Days/Time: Monday & Wednesday, 12:00 – 1:15 PM
Classroom: Room 226A DMH
GE/SJSU Studies Category: D1

Course Description:
This course:
• Constructs knowledge of the historical and contemporary experiences of women of color
• Focuses on Native American, African American, Latina, and Asian American women
• Considers contributions women of color have made to the shaping of the nation

Course Goals and Student Learning Objectives:
Upon successful completion of this course, students will be able to:
1. Discuss historical, social, political, and economic processes that produce diversity, equality, and structured inequalities in the United States
   a. quizzes
   b. two exams
   c. Two on line essays
   d. weekly discussions of the readings
   e. a research paper
   f. an individual research presentation

2. Identify social actions that have led to greater equality and social justice in the United States
   a. quizzes
   b. two exams
   c. Two on line essays
   d. weekly discussions of the readings
3. Recognize and understand constructive interactions among people from different cultural, racial, and ethnic groups in the United States
   a. quizzes
   b. two exams
   c. Two online essays
   d. weekly discussions of the readings
   e. a research paper
   f. an individual research presentation

4. Apply analytical skills related to information, written, and visual literacy
   a. quizzes
   b. two exams
   c. Two online essays
   d. weekly discussions of the readings
   e. a research paper
   f. an individual research presentation

5. Design and present findings based on a variety of research methods
   a. quizzes
   b. two exams
   c. Two online essays
   d. weekly discussions of the readings
   e. a research paper
   f. an individual research presentation

**Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course; normally 3 hours per unit per week with 1 of the hours used for lecture (for instruction or preparation/studying or course related activities).**

**Required Text Book/Readings:**
All readings can be found on Canvas.

**Classroom Protocol:**

*Cell Phone Policy: Please turn them off!*

**Policy on Use of Computers:** Use of laptops and handheld devices for anything other than NOTE TAKING IS DISRUPTIVE TO THE CLASS. If a student is using a laptop for other purposes during a class, s/he will be asked not to bring a computer to class for the rest of the semester.

Sanctions for violation of this policy are determined by the instructor and may include dismissal from the class. In testing situations, use of cell phones or similar communication
devices may lead to a charge of academic dishonesty and additional sanctions under the Student Academic Integrity Policies and Procedures.

**Dropping and Adding:**
Students are responsible for understanding the policies and procedures about adding/dropping, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/). Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/).

**Format:**
This class is a lecture class: two weekly sessions + additional materials accessible on Canvas. You need to check the course page and calendar regularly. IT IS YOUR RESPONSIBILITY TO KEEP TRACK OF YOUR CLASS PROGRESS. Some assignments will be online and you will need access to internet for these assignments. Some civic facilities like public libraries provide free internet service for their patrons. **Lack of access to internet is not accepted as a legitimate excuse for missing an assignment.** Check [Calendar](http://www.sjsu.edu/advising/) on Canvas regularly. It is a tentative [Schedule](http://www.sjsu.edu/advising/). Any changes will be announced about two weeks ahead of time and updated on the [Calendar](http://www.sjsu.edu/advising/) on Canvas. You will receive emails regularly from me and our GA.
Assignments and Grading Policy:
Your grade will be a cumulative of the following:

1. **Paper:** You will research and write about an ethnic/racial/minority group (10 pages maximum). A hard copy of the paper is due in-class. Each section will be graded individually. Each section has its own deadline that must be turned in as a hard copy in-class. Please see attached outline to guide your writing. Check the calendar on Canvas to keep up with deadlines and writing assignments. Late assignments lose one letter grade per day that it is late.

2. **In-Class Assignments:** There will be spontaneous short in-class assignments. There are no make-ups for these. Films and news events will also aid class discussion. Gender issues are in the news every day. You are strongly encouraged to keep up with these events and include them in our discussion. To motivate you to stay up-to-date, I will include questions from these discussions in each exam.

3. **Exams:** There will be two exams. Exams will be taken in class. Deadlines are posted on the Calendar located on canvas. Be prepared to take exams on time.

   **MAKE-UP EXAMS:**
   If you cannot take the scheduled exam, notify me and give your reason before the exam is given. The professor may use discretion in determining if your reason justifies a make-up. If you do not notify the professor in advance, you will receive an F for that exam. The make-up exam will contain essay questions only and takes about two hours to complete. We will arrange a time for the test. **YOU CANNOT TAKE A MAKE-UP TEST FOR THE FINAL EXAM.**

4. **Quizzes:** There may be a few quizzes (1-3). You will be informed about quizzes ahead of time to allow for your preparation.

Grading:
Final grades will be based on an accumulated point system. I will use the following table to calculate your final grade:

- A 90 to 100% of the possible points
- B 80 to 89% of the possible points
- C 70 to 79% of the possible points
- D 60 to 69% of the possible points
- F 0 to 59% of the possible points

University Policies:
Academic integrity:
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy S07-2, located at [http://www.sjsu.edu/senate/S07-2.htm](http://www.sjsu.edu/senate/S07-2.htm), requires you to be honest in all your academic course
work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act:**
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**Student Technology Resources (Optional):**
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

**SJSU Peer Connections (Optional):**
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. For more information visit http://peerconnections.sjsu.edu/

**SJSU Writing Center (Optional):**
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. Visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)
**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24 Jan</td>
<td>Introduction, Gender, Race and Class Identity</td>
</tr>
<tr>
<td>2</td>
<td>29 Jan</td>
<td>Wharton, “Gender in Interaction and Institutions”</td>
</tr>
<tr>
<td></td>
<td>31 Jan</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>05 Feb</td>
<td><em>Omi and Winant,</em> “Racial Formations”</td>
</tr>
<tr>
<td></td>
<td>07 Feb</td>
<td><em>Frye,</em> “Oppression”</td>
</tr>
<tr>
<td>4</td>
<td>12 Feb</td>
<td><strong>Introduction DUE 02/12</strong></td>
</tr>
<tr>
<td></td>
<td>14 Feb</td>
<td><em>McIntosh,</em> “White Privilege”</td>
</tr>
<tr>
<td>5</td>
<td>19 Feb</td>
<td><em>Crenshaw,</em> “Intersectionality”</td>
</tr>
<tr>
<td></td>
<td>21 Feb</td>
<td>Ted Talk Crenshaw</td>
</tr>
<tr>
<td>6</td>
<td>26 Feb</td>
<td><strong>Demographic Sec. DUE 02/26</strong></td>
</tr>
<tr>
<td></td>
<td>28 Feb</td>
<td>Seneca Falls Convention, 1848</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The Combahee River Collective,</em> “Manifesto”</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Review</strong></td>
</tr>
<tr>
<td>7</td>
<td>05 Mar</td>
<td><strong>EXAM 1</strong> (covering above materials)</td>
</tr>
<tr>
<td></td>
<td>07 Mar</td>
<td>Ideology Religion, Lecture Notes</td>
</tr>
<tr>
<td>8</td>
<td>12 Mar</td>
<td><em>El Sawy,</em> “Yes I Follow Islam”</td>
</tr>
<tr>
<td></td>
<td>14 Mar</td>
<td><em>Dumas,</em> “Funny in Farsi” p 3-62</td>
</tr>
<tr>
<td>9</td>
<td>19 Mar</td>
<td><em>Dumas,</em> “Funny in Farsi” p 57-198</td>
</tr>
<tr>
<td></td>
<td>21 Mar</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Cultural Sec. DUE 03/21</strong></td>
</tr>
<tr>
<td>10</td>
<td>26 - 30 Mar</td>
<td><strong>SPRING BREAK</strong></td>
</tr>
<tr>
<td>11</td>
<td>02 Apr</td>
<td><strong>Socio- Economic Sec. DUE 04/02</strong></td>
</tr>
<tr>
<td></td>
<td>04 Apr</td>
<td><em>Das Gupta,</em> “Broken Hearts, Broken Families”</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Gerami &amp; Lehnerer,</em> “Terrorism and National Security”</td>
</tr>
<tr>
<td>12</td>
<td>09 Apr</td>
<td><strong>Black Feminist Thought,</strong> “Mammies, Matriarchs, &amp; Other Controlling Images”</td>
</tr>
<tr>
<td></td>
<td>11 Apr</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16 Apr</td>
<td><strong>Black Feminist Thought,</strong> “Mammies, Matriarchs, &amp; Other Controlling Images” (cont.)</td>
</tr>
<tr>
<td></td>
<td>18 Apr</td>
<td><em>Hochschild,</em> “My Womb, Their Body”</td>
</tr>
<tr>
<td>13</td>
<td>23 Apr</td>
<td><strong>Conclusion DUE 04/23</strong></td>
</tr>
<tr>
<td></td>
<td>25 Apr</td>
<td><em>Hatem,</em> “Arab Americans &amp; Arab American Feminisms after September 11, 2001”</td>
</tr>
<tr>
<td>14</td>
<td>30 Apr</td>
<td>Presentation 1</td>
</tr>
<tr>
<td></td>
<td>02 May</td>
<td>Presentation 2</td>
</tr>
<tr>
<td>15</td>
<td>07 May</td>
<td>Presentation 3</td>
</tr>
<tr>
<td></td>
<td>09 May</td>
<td>Presentation 4</td>
</tr>
</tbody>
</table>

*This schedule is tentative and subject to change with fair notice.*
| 16 | 14 May TBA | Final Paper DUE 05/14
Review/ Last Day of Class
FINAL EXAM |

GOODLUCK SPARTANS