Women of Color

“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:

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% Participation (includes in-class quizzes, discussion, and writing assignments, worksheets, etc)
25% Midterm
25% Final Research Project & Presentation due before Turkey break
25% 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. Explain how women of color as a group have been excluded from and marginalized in mainstream histories, white women’s histories, and racial/ethnic histories.
5. Recount specific histories of women of color as individuals and groups as they use various strategics and tactics to resist dominant cultures, document their history, and live out their lives with meaning and integrity.
6. Understand power and oppression as structural forces shaping individual lives in the U.S.
7. 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. One fourth of your grade depends on attending and participating regularly in the discussion of course material. That fourth is calculated based on 200 points total—50 for in-class quizzes, 50 for in-class groupwork, 50 for Twitter posts, and 50 for worksheets and study guides. These assignments cannot be made up if you miss class.

Twitter posts: Part of your participation is to follow an online news source on any one of the racial/ethnic communities we are studying—see the list of suggested sources on Canvas. You are expected to either browse the online site or sign up for an RSS or Twitter feed, so that you will be regularly following current news for that community. All students must post some news item at least eight times regularly to the class twitter feed at #woms20. You may only post once a week, but when is up to you (8-10 posts total for the semester). I encourage you to choose a community other than your own, but it’s up to you.

And of course, participation also means:
- 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 texting or surfing, 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 Section 1: Thursday, 12/15 at 5:15 – 7:30 pm and Section 2: Mon 12/19 at 9:45-12 noon.

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 ($50-100) of your own if you do not have one already.
• Exams – You may not make up a missed exam unless you have a documented illness or 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. Except for formal essays, EVERYTHING you turn in should have your full name at the top right of the page, along with date, topic, and Course/Section number. 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 temporarily in Sweeney Hall, third floor, room 333A. Sweeney is next to the Seventh Street parking structure. Because my office has very little space to meet and talk, I will be scheduling appointments for office hours at different sites on campus. Please drop me an email or talk to me after class if you’d like to meet. 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 little girl. 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.

**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.

**Canvas (http://sjsu.instructure.com)**
We will rely on SJSU’s learning management system, Canvas, for this course. You should be automatically added to the Canvas site. You can find detailed tutorials discussing the different components of Canvas at the following links: https://community.canvaslms.com/community/answers/guides and http://www.sjsu.edu/at/ec/canvas/. For problems within Canvas, please click on the word Help in the upper right corner of the screen, and select, “Report a Problem.” You can also submit an iSupport ticket by clicking on the following link: https://isupport.sjsu.edu/ecampus.

**Grading Policy**
Grades are assigned on the following scale:

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**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, but can also be seen independently 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 2016 Course Schedule

All readings on Canvas unless stated otherwise. All reading is due on Tuesday of the week assigned. Subject to change at instructor’s discretion

Week 0  Th 8/25 Intro

Week 1  T 8/30 Gender as a Social Construct
OpenStax, "Sex, Gender & Sexuality"
“Critical Analysis of an Article”

Week 2  9/6  Gender & Interacting Identities
Eliot, “Learning to Play”
Film: Straightlaced

Week 3  9/13  The Idea of Race
Race & Racisms, ch. 1
Watch: Tim Wise video (first 20 min, on Canvas)
Film: Race, Power of an Illusion, ep. 1
Start reading Kindred!

Week 4  9/20  The Persistence of Race
Race & Racisms, ch. 2
Crenshaw, “Intersectionality
Film: Unnatural Causes

Week 5  9/27  Globalization
Ehrenreich, “Global Woman”
Carrillo, “Best of Care”
Film: Maquilapolis

Week 6  10/4  Women of Color Feminisms: The 60s and Beyond
Making Face, selections OR Making Waves, selections
Combahee Collective, “Manifesto”
Encarguez Perez, "Woman Warrior Meets Mail-Order Bride”

Week 7  10/11  Work, Family & Oppression
Theda Perdue, "Cherokee Women and the Trail of Tears"
Nakano Glenn, “Service Work”
Hill Collins, “Black Motherhood”

Week 8  10/18  Men of Color & Masculinities
        Espiritu, “All Men Are Not Created Equal”
        Coles, “The Myth of the Black Father”

Week 9  10/25  Octavia Butler's Kindred
        Finish Kindred for this week!

Week 10  11/1  WOC & the PIC
        Alexander, "The New Jim Crow"

Week 11  11/8  Violence  (Election Day!)
        Ige, "Maintaining the Casualties", Pedrizco Romero, “After Violation,”
        Teaiwa, "Spitting Images…,” Hull, "No Fault"

Week 12  11/15  WOC Sexualities
        Yen Le Espiritu, "We Don't Sleep around like White Girls Do"
        Wade, “Sex on Campus Isn’t What You Think”

Week 13  11/22  Final Projects due
        11/24  Turkey Break

Week 14  11/29  Student Presentations

Week 15  12/6  Student Presentations
        12/8  Last day

(Mon 12/12 official last day of class)