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% 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. **Everyting 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). E-mails 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 the Computer Help Desk on the first floor of Clark Hall.

Grading Policy
Grades are assigned on the following scale:

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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