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
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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 on line 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 on line 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 on line 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]. 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, 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.)
Women’s Studies/ AAS 20, Women of Color in the United States  
Spring 2018, Course Schedule  
*This schedule is tentative and subject to change with fair notice.*

**Course Schedule**

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

GOODLUCK SPARTANS
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 02/12

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 02/26

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 03/21

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 04/02

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 04/23
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 05/14 in class
Presentations will be held 04/30 – 05/09

**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!