



San Jose State University  
Spring 2020  
20.1 MW 1:30-2:45pm DMH 226A  
20.2 TTh 10:30-11:45 am DMH 231  
#sjsuwgss

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Office Hours: Mon 11 am-1 pm  
<http://sjsu.instructure.com/>

*“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, incited social change, and lived 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. I **highly recommend that you 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

- 45% Three Quizzes
- 20% Participation (includes reading cards, in-class writing, groupwork, study guides, Twitter)
- 15% WOC Presentation (with partner)
- 20% Final Zine project

## 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 (Twitter posts, quizzes, zine, WOC profile)
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 (zine, freewrites, lecture)
3. evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. (Kindred essay, WOC profile, class discussion)
4. Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems. (Quizzes, Kindred essay)



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 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 deprive 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. WOMS 20. Women of Color

### Course Requirements & Assignments

#### PARTICIPATION

The strength of this course depends largely on the strength of your contributions as individuals from different backgrounds and perspectives. **Twenty 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 B- in the class. The 20% participation points are



#### 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 make eight posts to the class twitter feed #sjsuwgss at least **eight times by Thursday night 11:59 on April 30**. A post means a link to a news article *along with one or two sentence commentary* about why the post is relevant to class. You may *only post once a week*, but when is up to you (8 posts total for the semester). I encourage you to choose a community other than your own, but it's up to you.

calculated on a straight percentage of ~200 points of activities including in-class groupwork, Twitter posts, worksheets, study guides, and in-class presentations. These assignments almost all take place in class and generally *cannot* be made up if you miss class. (Study guides are the one exception—I will give *half credit* for makeup study guides if they are submitted within one class date.)

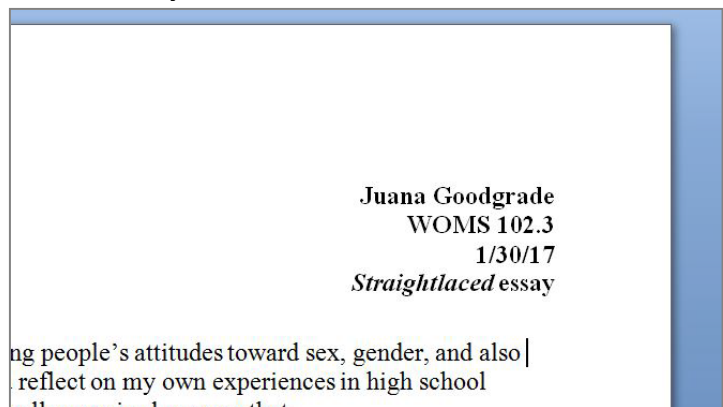
*Twitter posts:* See inset

- **Reading cards.** Every other week (M/T), be sure to take short notes on a **3x5 index card** to turn in at the *start* of class (before you sit down). It can be notes, an outline, bullet points, questions, whatever—just show me that you are engaging and thinking about that week’s **reading**. You will do this every other week for the first ten weeks of class. **Students A-L will bring a card weeks 2, 4, 6, 8, 10; students M-Z will bring theirs weeks 3, 5, 7, 9, and 11.**
- 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.

### 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 have two options: 1) come to my posted office hours for a quick discussion and I will sign off on your request there. OR 2) complete the form linked at the top of the Modules page of Canvas *at least a week before* your deadline, and I will bring your form to class.
- 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.
- Pronoun Use: How we refer to each other is a basic sign of respect, both names and pronouns. Students in this class will be referred to by the name and pronoun they prefer, and with the proper pronunciation, by faculty and other students. Please advise me as soon as possible if your name and pronoun differ from my course list (mysjsu) so that I and the class may address you properly.
- 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.

Please remember that all email correspondences with the instructor must be written in a professional manner. **All emails MUST 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. – Ana Juarez). Always check Canvas and the syllabus for help before emailing me. **E-mails and correspondences that do not follow this format will not receive a response.** Some emails may be answered in person before or after class or via an email to the entire class. Allow a minimum of 48 hours for the return of emails that will be sent primarily during business hours (Monday – Friday between 9 am – 5 pm).

**Films and 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

## Plagiarism

From my perspective, there is nothing worse you can do in this class than plagiarism. Plagiarism is the academic dishonesty of presenting someone else's work as your own, and it will not be tolerated. For better or worse, *do your own work*. 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.

## 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).

## 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		

## University Policy & Resources

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed at <http://www.sjsu.edu/gup/syllabusinfo>, and on Canvas.

## Spring 2020 Course Schedule

All readings on Canvas unless stated otherwise; **readings on Canvas are always latest updates.** Please complete readings *before* the corresponding class date. Subject to change at instructor's discretion.

### Week 0 1/23 Intro (sec 2 only)

### Week 1 1/27 Gender, WOC & Feminisms

READ: "Bodies" (ch. 3)  
Erid-Udorie, "Introduction"

### Week 2 2/3 Gender (Reading cards A-L)

READ: Eliot, "Learning Through Play" (ch.3)  
**Film:** *Straightlaced*

### Week 3 2/10 Intersectionality & WOC Feminisms (Reading cards M-Z)

READ: Dunbar-Ortiz, "Introduction"  
Rojas, "Defining Identities,"

### Week 4 2/17 Quiz One (Reading cards A-L)

READ: Espiritu, "Not All Men Are Created Equal"  
**Film:** *Finding Kukan*, dir. Robin Lung

### Week 5 2/24 Kindred (Reading cards M-Z)

READ: Davis, *Women Race & Class* ch. 1  
*Kindred*, first half (popquiz?)

### Week 6 3/2 Kindred II (Reading cards A-L)

READ: *Kindred*, second half - Bring book to class

*Vote Tuesday!*

### Week 7 3/9 Kindred & WOC feminisms (Reading cards M-Z)

READ: Wu, "Asian American Feminisms and WOC Feminisms"  
"The Combahee River Collective Statement"

### READING CARDS

Every other week, please bring a 3 x 5 index card with personal comments on the week's reading. Due at start of class before you sit down.

Students **A-L** bring reading card weeks 2, 4, 6, 8, 10; students **M-Z** bring theirs weeks 3, 5, 7, 9, 11.

**Week 8 3/16 Quiz Two** (Reading cards A-L)

READ: Iyer, *We Too Sing*, "Not our America" (ch. 1)

Film: *Maya Angelou*

**Week 9 3/23 Work** (Reading cards M-Z)

READ: P. Hills Collins, "Work, Family & Black Women's Oppression" (BFT, ch. 3)

**Week 10 3/30 Reproductive Justice & WOC Health** (LAST reading cards A-L)

READ: Ross & Solinger, *Reproductive Justice*, ch. 3

Film: *No Mas Bebés*

**Week 11 4/6 Environmental Racism** (LAST reading cards M-Z)

READ: Winona Laduke, *All Our Relations*, Intro & Ch. 1

**Week 12 4/13 Quiz Three**

Film: *Speaking in Tongues*

**Week 13 4/27 Colorism**

READ: tba

*Last Twitter posts by Thurs midnight 4/30*

**Week 14 5/4 Student presentations**

*Submit Twitter posts by Thurs 5/7 11:59pm*

**Week 15 5/11 Monday last day – Section 1 only**