

## **WMST 8/ ICS 8: Women of Color in the USA**

**Room:** East Cottage (ECOT)-1

**Days & Time:** Tuesday & Thursday 10:30 am – 12:20 pm

**Office & Hours** MCC 14H **M/W:** 1pm- 2pm; **T/Th:** 12:30 pm – 1:30pm, by appointment.

**Phone:** 408-864-8798

**Website:** <http://www.deanza.edu/faculty/lewisjulie/>

**Course Description:** Women of Color in the USA is an interdisciplinary, multi-perspective, critical analysis and comparative study of the experiences of women of color in the United States. This course will explore the relationship between women of color and the social constructs of race, ethnicity, class, gender, sexuality, and identity as they relate to social institutions and national ideologies in the United States. Additionally, we will identify, examine, and authenticate the values, experiences, and cultural contributions of women of color in the United States. ***This class utilizes collaborative learning strategies, which require that students thoroughly analyze material and actively participate in classroom discussions, projects, and presentations.***

**\*Advisory: English Writing 1A and Reading 200, or ESL 5 and 6**

**Student Learning Objectives:** Upon completion of this course, students will be able to:

1. Recognize three ways we can have privilege and/or oppression. Investigate how we alternately behave as oppressors and as the oppressed.
2. Explain two key historical events that shaped the present situation of Women of Color in the U.S.
3. Understand and analyze the social construction of race, class, gender, and sexuality and the impact of racism, sexism, classism, and hetero-sexism on Women of Color in the U.S.

**Required Text:** All texts are available at the bookstore. Please be advised, there is a **substantial** amount of required reading for the course.

1. *The Social Construction of Difference & Inequality: Race, Class, Gender and Sexuality, 5<sup>th</sup> Edition.* Tracey E. Ore, ISBN: 978-0-07-802664-5

\*You **must bring** your textbooks to class **on class discussion days**. Any additional readings and materials will be available on the class website or can be found on the web as indicated in the lecture/reading schedule.

### **Class Policies/Essential Information**

As you enrolled in this class, it is my expectation that you are interested in the material and want to be here. Please know that this class is a reading intensive class, and that it is taught at a college level.

**Therefore, I anticipate you will take responsibility for your education.** This means you are to attend class regularly and on time, respect the topic, instructor, and fellow students; keep up with the readings, participate in the discussions, and come to me with concerns BEFORE they become big problems. It also means that you are responsible for the following things: checking your syllabus for readings and assignment due dates; regularly to make sure you have not missed important announcements; letting me know as soon as possible if you have an emergency situation; making sure you sign the attendance sheet each day; obtaining notes from another student when and if you miss class; keeping track of your own attendance; and saving all of your assignments in the event of a grade discrepancy. If you are not prepared to take on such a course, you would be advised to drop this class.

### **Rules of Courtesy and Engagement in Scholarly Discourse:**

All students are expected to engage in respectful and considerate behavior. In order to maintain a healthy environment students must abide by the following guidelines:

1. Come to class on time and prepared, do not use electronic devices during class, actively participate in class discussions, and be courteous and respectful at all times.
2. In this course, we will be discussing complex issues about which many people have passionate feelings. We must be **intellectually open** to perspectives that may conflict with our presuppositions.
3. It is important to know that this is a **safe place** for everyone's thoughts. While I encourage diverse views, hostile, violent, and disrespectful comments and behavior **will not be tolerated**.
4. If any student demonstrates disrespectful behavior at any time, **I will ask you to leave the class immediately**.

**Add/Drop:** It is the **student's responsibility** to pay close attention to the college's add/drop deadlines.

**Makeup Exams/Late Papers:** the instructor will accept no late papers or exams.

### **Academic Integrity: Policies on Cheating and Plagiarism**

Plagiarism is failure to provide proper citations and attribute ideas and quotes to the original source. Academic responsibility and integrity is crucial. Examples of a lack of academic integrity include **signing in or other students**, or other kinds of misrepresentation to the professor or to other students. Any demonstration of lack of academic integrity will result in the failure of an assignment and possibly the class.

### **Students with Special Needs**

Students with special needs who require reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center is available to facilitate the reasonable accommodation process.

### **Extra Help**

Students are **highly encouraged** to seek help from the professor, teaching assistants, tutoring and **writing assistance** at the Learning Assistance Center. I also encourage you to **come to office hours**.

## **COURSE REQUIREMENTS & GRADE DISTRIBUTION:**

### **1. Class Participation** (75 pts. Total)

**Attendance:** All students are expected to arrive to class on time and leave when class is dismissed. If **you** are absent, **you** are responsible for getting materials and updates from a classmate. **Do not** expect to pass this class if you miss more than four classes.

**Class Discussions:** This class is both a lecture and a discussion course. This course contains a significant amount of reading and requires active participation in discussions. Class participation is essential to the learning that will take place in this course. During each class, each student is expected to participate in discussions of the readings with intelligent, thoughtful, analytical, and insightful comments and questions. To help be prepared to discuss in class, each student must complete the **Questions for Critical Thinking** for the assigned readings.

**Please use the following space to exchange information with a classmate:**

Name \_\_\_\_\_  
Email/Phone \_\_\_\_\_

Name \_\_\_\_\_  
Email/Phone \_\_\_\_\_

**2. Maintain a Journal** (25 pts each/100 pts Total)

All students must submit **(4)** critical review/responses (journal) in which you will record reflections on the readings, thoughts from the lectures, considerations from the discussions, and any other important events concerning the topic of women of color in the USA. Journals will be **no LESS than 450 and no MORE than 1000 words**. Four (4) Journals will be completed during the quarter. They will be due on the following dates:

**3. Lead A Group Discussion** (50 pts)

Each student is responsible for helping prepare and lead a group discussion based on one of the major themes of the course. *Please feel free to discuss any ideas or thoughts on the direction of your discussion with me.* Each group will lead a class discussion and each individual will be required to submit a **3-4-page paper** on the topic of your discussion, the readings, and their relation to the course.

**4. Community/Civic Engagement Project w/Proposal** (125 pts)

Participate in an event within your community, or explore a new community, that directly affects, involves, or is about women of color and write a **5 page** essay about your experience. **Options:**

A. Volunteer with a community service agency that provides services to women of color and **analyze** the experience.

B. Interview a woman of color **at least 25 years older** than you and **analyze** their life experiences as compared to the themes of the course. *Please see me for further instructions if you plan to do this Oral History.*

C. Watch a movie, attend a panel discussion, concert, or community event and **analyze** the experience. All films must be **watched in the theatres**.

D. Do a character **analysis** of a real or created woman of color. For example: "Video Vixen," "hot tamale," "Mrs. Butterworth," Tyler Perry's "Madea," "basketball wife," "dragon lady," Nicki Minaj, Kim Kardashian, Rihanna, Eva Mendes, Halle Berry, Lucy Liu, etc. (You are **not allowed** to analyze the following individuals: Oprah, Michelle Obama, or Tyra Banks)

E. Analyze a **song** or **poem** about or produced by a woman of color. It must be produced within the **last 3 years**.

**5. Take one (1) midterm and (1) final essay exam.** Both exams will be addressed later in the quarter.

**\*\*\*\*\*NO ASSIGNMENTS WILL BE ACCEPTED AFTER DUE DATE\*\*\*\*\***

**Important:** The syllabus **and** schedule are subject to change in the event of extenuating circumstances. It is the **student's responsibility** to attend every class, stay abreast to all assignments, and maintain an awareness of any schedule changes or examination/due date changes.

**Grading. Your grade will be based on the following formula:**

Participation	75 pts.
Journals (4)	100 pts. (total)
Group Discussion	50 pts. (total)
-discussion	25 pts.
-paper	25 pts.
Community/Civic	125 pts. (total)
Engagement Project	
-proposal	25 pts
- paper	100 pts.
Midterm	50 pts.
Final	<u>100 pts.</u>
<b>Total:</b>	<b>500 pts.</b>

**Grading Scale:**

93 to 100% = A	77 to 79% = C+	60 to 62% = D-
90 to 92% = A-	73 to 76% = C	59% or below = F
87 to 89% = B+	70 to 72% = C-	
83 to 86% = B	67 to 69% = D+	
80 to 82% = B-	63 to 66% = D	

**COURSE SCHEDULE:**

**Week 1/ Sept. 26: Introductions**

T: Green Sheet Overview; Course Expectations

Th: Introductions; Defining Terms; Class Discussion

**Readings:** GET BOOK; Intro pp.1-17

**Week 2/Oct. 3: Why Race, Class, & Gender Still Matter**

T: Why Race, Class, & Gender Still Matter

Th: Class Discussion on Readings

**Readings:** Ch. 7: "Doubly Divided" and Questions for Critical Thinking (Q.C.T.)

Handouts: "White Privilege: Unpacking the Invisible Knapsack"; "Black Male Privilege Checklist"

**Week 3/ Oct. 10: Coming to America: The Formulation of Women of Color\***

T: The Lives of Native Indians

Th: African Women in the Colonial U.S; \*1<sup>st</sup> JOURNAL DUE

**Readings:** Ch. 36: "Winnebegos, Cherokees, Apaches & Dakotas" & Ch. 39: "Racism in the English Language and Q.C.T.

**Week 4/ Oct. 17: Immigration & Citizenship: Who belongs here?**

T: Early Asian Immigration & Exclusion

Th: The Making of the Mexican American Woman; Class Discussion

**Reading:** Ch.17: "Fictive Kin, Paper Sons, and Compadrazgo" & 62: "Seeing More than Black & White" and Q.C.T.

**Week 5/ Oct. 24: Great Migration(s) & Greater Advancements\***

T: Jane Crow; Midterm Review (handout); **\*Civic Engagement Proposal Due**; Group Dis. Sign-Up  
Th: The Great Migration, Harlem Renaissance, & The “New” Woman; Class Discussion

**Readings:** Ch. 25: “Schools & the Social Control of Sexuality” & Ch. 46: “Homophobia as a Weapon of Sexism” and **Q.C.T.**

**Week 6/ Oct. 31: World War II & the Expansion of Gender Roles\***

T: Women and World War II; Japanese Internment; GROUP WORK  
Th: Black Feminism & The Expansion of Women of Color; Class Discussion

**Readings:** Ch. 28: “The Glass Escalator” & Ch. 54: “Living Fearlessly...” and **Q.C.T.**; **\*2<sup>ND</sup> JOURNAL DUE**

**Week 7/ Nov. 7: Midterm Week\***

T: GROUP WORK  
Th: GROUP WORK; **MIDTERM**

**Readings:** Ch. 48: “Yes, I Follow Islam...” & Ch. 52: “Separated by Deportation” and Q.C.T (Due **next** Tuesday)

**Week 8/ Nov. 14: Toward a New Vision\***

T: Women of Color Today; Class Discussion (On Last Week’s Readings)  
Th: “Race” Group Discussion; **\* 3<sup>RD</sup> JOURNAL DUE**

**Readings:** To Be Determined

**Week 9/ Nov. 21: Class & Capitalism**

T: The Gender Quiz; “Gender Roles” Group Discussion; **\*ENG MNT PRJCT FINAL DUE DATE**  
Th: **NO CLASS** – Thanksgiving Holiday

**Readings:** TBD

**Week 10/ Nov 28: Gender & Appearance**

T: “Standards of Beauty” Group Discussion  
Th: “Expectations & Stereotypes” Group Discussion

**Readings:** TBD

**Week 11/ Dec. 5: Sexuality\***

T: “Sexuality- (As fetish: Who controls our bodies?)” Group Discussion  
Th: The Heterosexual Questionnaire; “Sexuality- (LGBT)” Group Discussion; **\*4<sup>TH</sup> JOURNAL DUE**

**Readings:** TBD

**Week 12/Dec. 12 : Finals**

T: **FINAL: Tuesday Dec. 13<sup>th</sup> 9:15 a.m.-11:15 a.m.**

Last day to [add](#) quarter-length classes (*Add date is enforced*) **Saturday, Oct. 8**

Last day to [drop](#) for a [refund](#) for out-of-state or foreign students (quarter-length classes) **Saturday, Oct. 1**

Last day to [drop](#) for a full [refund or credit](#) for resident students (quarter-length classes) **Saturday, Oct. 8**

Last day to [drop](#) a class with no record of grade (*Drop date is enforced*) **Saturday, Oct. 15**

Last day to [request pass/no pass](#) grade **Friday, Oct. 21**

Last day to [drop](#) with a “W” (*Withdraw date is enforced*) **Friday, Nov. 18**

### Critical Journal Response Guidelines

Below is a brief explanation of what is expected when writing a critical journal response. Remember, although these are personal reflections, they need to be of high academic quality and thorough analysis is required.

1. **Introduce the topic** you will be critiquing/ discussing (article, lecture, book etc.) **For example:**

A. In the article/chapter/film \_\_\_\_\_ by \_\_\_\_\_ ...

B. During the lecture on (date)...

2a. **Make an argument** (pick a side). "I agreed with," or "I disagreed with..." **AND** state why.

**OR**

2b. **Explain your thoughts/feelings.** "I was in shock/(dis)agreement/ disbelief/ happy when I heard/saw/read..." **AND** state why.

**THEN**

3. **Make connections** to your previous knowledge of women of color. "I had always thought/learned/believed... about race/class/gender//identity/Native American/African American women etc."

4. **Be Specific.** Give details. As best you can, analyze and deconstruct (take apart) what is being argued, said, written, or produced about the topic.

**MOST IMPORTANTLY**

5. **Analyze the experience** how has this article/lecture/class discussion changed your thinking or reaffirmed your beliefs?

### Group Discussion Guidelines

**The purpose of this assignment is to look at your topic, both as an individual matter, and as part of an interconnected system of oppression. The assignment is worth a possible 50 point total.**

**\*\*\*\*PLEASE BE ADVISED THAT THESE DISCUSSIONS WILL BE DEALING WITH VERY SENSITIVE SUBJECT MATTER. ANYONE WHO IS DISRESPECTFUL OR DEMEANING IN ANY WAY WHATSOEVER WILL RECEIVE NO POINTS (0) ON THE ASSIGNMENT.**

#### Discussion (25 points)

A. Each group is responsible for leading a 45-minute class discussion on its chosen topic as it relates specifically to **women of color**.

#### **B. Steps for discussion:**

1. Each group must choose two (2) articles from the assigned textbook, that relate to the chosen topic, for the class to read.
2. The group must let the instructor know which articles it will be using at least **one week (1) before** the discussion date.
3. Each group **must** set up an appointment with the instructor to discuss ideas. (Group Work Day)
4. Each **individual member** of the group must submit at least two (2) potential questions for the discussion. **You must email** your questions to your group members **and** the instructor before the final group questions are chosen.
5. The **group** will decide the final questions that will be used for the discussion.
6. Each group will pose questions that both relate to the readings and offer the class an opportunity to discuss the topic as it pertains to **women of color** today.
7. A **final copy** of the group's discussion questions **must be emailed to the instructor the night before** the scheduled discussion.

#### Paper (25 points)

1. Each **individual** group member is required to submit a paper that is double-spaced, with proper margins (1 in.), font (12 pt.), numbered pages, STAPLED, and free of any spelling or grammatical errors. This **3-4 page** analytical paper on the topic of your discussion, the readings, and their relations to women of color will be **due** on the **date of your specific group discussion**.
2. When writing your paper, make sure you are **analyzing the topic by using the articles**. In addition, it would significantly boost your paper if you were to **make connections** to any readings, lectures, or topics previously discussed in class, as well as anything happening in society today.
3. Some questions you might consider as you write your paper: Do all women of color have the same experiences with this topic or do other factors affect their experiences? How have women of color altered the way in which (specific topic) is viewed? How are women of color dealing with (topic) today? Have conditions improved, worsened, or remained the same concerning women of color and (topic)? Why do you think that is?

## Community/Civic Engagement Project Guidelines

### All papers MUST meet the following criteria:

1. Each student must submit a one (1) page proposal outlining what option they have chosen/will choose and what argument they are will make. The proposal is due on \_\_\_\_\_
2. It paper be **5 pages**, typed, double-spaced with font (12 pt.), proper margins (1 in.), numbered pages, and submitted to the instructor **NO LATER** than the beginning of class on \_\_\_\_\_

\*This assignment is worth a possible 125 points.

3. Each student must consider the ways in which **the matrix of domination** affect the women/film/event in which you are participating, or the topic/individual that is being analyzed.
4. Some questions to help facilitate an argument: Is the agency/film/event welcoming to diverse groups of women of color? (i.e. queer women If you are analyzing a women in the media: Does she have the same influence to all women of color or just her specific group?) Does the agency/film/event reaffirm a patriarchal society? (Who's in charge? Who runs the upper-management positions? If it is a film/event: who directed/produced it?) It is important that you understand who's view you are really being shown. Is that view from a women of color perspective?

### Here are the guidelines for each specific option:

#### **Option A: Volunteering at a community service agency**

1. Name the agency & give a short history of it. Are they a local or nationally run agency? What is the purpose of the agency? Do they serve a particular group of women of color (i.e. Asian Americans) or all women of color welcomed? How long have they been serving women of color? What do they do to help women of color? BE SPECIFIC.
2. Write about your experience. Why did you choose this specific agency? How long did you volunteer? (MUST be at least 2 hours) What did you do? How did the women respond to you? How did it make you feel?
3. MOST IMPORTANTLY, make a connection to the course. Consider: Why is this organization helping this specific group? Has the group been underrepresented? If so, how? If not, why are more women of color seeking these services? Think about the historical aspects/ difficulties that women of color have faced seeking assistance in this area. What has the experience, and what you have learned in the course, taught you about women of color and their interactions with social services?

#### **Option B: Interview a women of color-** Please see me if you are interested in this option.

#### **Option C: Watch a movie, attend a panel discussion, concert, or participate in a community event.**

1. Name the film/event. What kind of film/event is it? Is it intended for specific groups of women of color (i.e. Asian Americans, Gay or Lesbians, Educated, Socioeconomically disadvantaged, etc)? How is it advertised- are their national advertisements or is it group specific? (THINK about how you found out about the film/event.)



2. Once you are there: Examine the audience, as best you can. Who is there- age, gender, class, and “race”? (Generalize) How did the audience react to the message? What is the message of the film/event? Was it positive or negative? Describe some of the images that you see. Do the representations portrayed in the film reflect a positive or negative image of women of color, as **you** see them? **Why, or why not?** Does the film/event reaffirm or break away from “typical” ideas about race, gender roles, sexuality, class, etc.?

3. MOST IMPORTANTLY, compare and contrast the experience (film/event/concert/play) with a theme of the course. How has the film/event related to or differed from what you have learned about women of color? What has seeing the film/play/event taught you about women of color and how their representations have changed/remained?

#### **Option D: Analysis of a character in the media**

1. Who is the character(s)? Give a **brief** history of her in the media. This is **NOT** a biography. When did the character enter American popular culture? Has her image changed over the course of time? If yes, how and state your belief as to why it has changed? What are **your personal thoughts** about this character? Do you feel she is a positive or negative representation for women of color in general and the group she belongs to specifically? **Why, or why not?**

2. In your opinion, does she represent or break away from stereotypical assumptions of women of color. **Why, or why not?** Does she maintain the same representation for non-women of color (i.e. Does Oprah represent the same thing for white women as she does for women of color?) **Why or why not?**

3. MOST IMPORTANTLY, compare and contrast the character to what you have learned about women of color and the specific group to which the character belongs. Is she maintaining the “typical” roles of women of color? **How, or how not?** [\*Consider the Matrix of Domination]

#### **Option E: Analyze a song, poem, or music video produced or performed by a woman of color**

1. Give a brief history of the artist. See: Option D #1 & 2.

2. Analyze the song, poem, video. What is the message of the text? Why do you think the artist chose these words? Can any connections be made from the artist to her message? Does the song/poem touch on any themes from the course? Is the song/poem uplifting for women of color, demoralizing, both, or neither? Why do you think that is?

3. In your opinion, does this song/poem represent or break away from the expectations and stereotypes for women of color? How so or why not?

4. MOST IMPORTANTLY, compare and contrast the song/poem to what you have learned about women of color and the issues that are affecting them today.