

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

Room: MCC-13

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

Office & Hours: **MCC** T/TH: 10:25am – 11:25am, by appointment.

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 Outcomes: Upon completion of this course, students will be able to:

1. Develop the ability to recognize and study social problems affecting women of color throughout history.
2. Understand the importance of race, class, gender, sexuality, and other tools of oppression, as distinct and interrelated aspects of social life.
3. Examine how race, class, gender, sexuality, etc. are socially constructed categories by exploring what gives them meaning, how the categories are maintained or transformed, how they are related to inequality, and how they lead to oppression of women of color.
4. Explore the significance of race, class, gender, sexuality, etc. in social institutions and individual experiences, interactions, and identities and their relation to women of color.
5. Improve the ability to articulate thoughts about course material during class discussions and in written assignments.
6. Develop analytical skills and the ability to apply sociological concepts to a wide range of social situations, including one's personal life experiences.

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 and Inequality: Race, Class, Gender & Sexuality 4th Ed.* Tracy E. Ore, McGraw Hill, 2009.

*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

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. **Do not come late.** Latecomers, and those who leave early without notifying me, are disruptive, display a disregard **and disrespect** for the learning and teaching environment of the course. If this becomes a problem, you will be asked to leave the class permanently.
2. **Electronic Devices** All devices, cell phones, music players must be turned off for the duration of the class (i.e. no text messaging, phone calls, etc). Computers must be used for taking notes for this course only. Any other usage is not permitted.
3. **Active participation** in class discussions and paying attention during lecture is a significant part of your grade. You must come to class on time and prepared. Do not ask others to sign in for you; doing so will forfeit your entire participation grade for the day. If this becomes a problem, you will be asked to leave the class.
4. **Be courteous and respectful at all times.** Students will be required to remain respectful toward all members of the class. 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. It is essential that we treat each other's opinions and comments with courtesy and respect, specifically when they diverge from our own. 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.**
5. **Any disrespectful behavior** such as sleeping in class, talking during lectures, **text messaging**, talking on your cell phone, using the internet, listening to music, coming to class under the influence of illegal drugs or alcohol, asking others to sign in for you, packing up early, and leaving before class is dismissed are signs of **severe disrespect** for one's fellow students, the instructors, and the course materials and will have a detrimental effect on your participation grade and **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 without written verification of absence by a medical professional.

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 (100 pts. Total)

This class is both a lecture and a discussion course. This course contains a significant amount of reading and requires active participation in discussions. All students must complete the required reading & Question for Critical Thinking **before** class to ensure a lively and engaged discussion.

A) **Attendance:** *Participation is essential to getting the most out of this course.* All students are expected to arrive to class on time and leave when class is dismissed. Any student showing up 20 minutes or more late for class will receive an absence for the day. **More than six absences** for the quarter will **lower your final grade** by one letter grade. If **you** are absent, **you** are responsible for getting materials and updates from a classmate. (10 pts.)

Name _____
Email/Phone _____

Name _____
Email/Phone _____

B) **Discussions:** All students are expected to participate in class discussions. To ensure full participation in discussion, each student is required to submit the Questions for Critical Thinking for each assigned reading. (90 pts)

2. Reflective Journals (25 pts each/100 pts Total)

All students must submit **(4)** reflective journals in which you will reflect on your experience in this course. You must also analyze your experience based materials from readings, lectures, and discussions. Journals will be **no LESS than 400 and no MORE than 1,000 words**. Four (4) Journals will be completed during the quarter. They will be due on the following dates: **April 21; May 5; June 2; June 15**

****LATE JOURNALS WILL NOT BE ACCEPTED**

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 (150 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 - 7 page** essay about your experience. **Examples:**

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 participate in a community event and **analyze** the experience by comparing & contrasting it with a theme(s) of the course. All films must be **watched in**

the theatres or another venue in which there is a substantial audience in order to consider the audience reaction(s).

D. Do a character **analysis** of **1 or more** characters in the media, real or created, and discuss how their representation(s) either continue **or** break away from stereotypical assumptions of women of color. e.g. (“Video Vixen,” “hot tamale,” “Aunt Jemima,” “the hypersexual female,” “Tyler Perry’s Madea,” “basketball wives,” “dragon lady,” Nicki Minaj, Jill Scott, Rihanna, Sofia Veragas, Eva Mendes, Halle Berry, Lucy Liu, Real Housewives [of Atlanta] etc.) If you analyze more than one character, you **must** compare & contrast the two.

E. Analyze a **song, poem, or music video** about **or** produced by a woman of color. Each song/poem must be relevant to any topic discussed in class or pertaining to women of color. It must be produced within the **last 3 years**. Make sure to place the song, poem, or video in **historical context**.

*The **1 page proposal** must be submitted to the instructor at the beginning of class on: **APRIL 28TH**

*The **5 page analytical essay** must be submitted to the instructor the beginning of class on: **JUNE 9TH**

*******NO PAPERS WILL BE ACCEPTED AFTER DUE DATE*******

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

* Tentative dates: **Midterm- MAY 19TH**

Final- JUNE 23RD

*****Important:** The syllabus (Green Sheet) **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	100 pts. (Total)
-Questions for Critical Thinking	90 pts.
-Attendance	10 pts.
Journals (4)	100 pts. (Total)
Group Discussion	50 pts. (Total)
-Discussion	25 pts.
-Paper	25 pts.
Community/Civic	100 pts. (Total)
Engagement Project	
-Proposal	*Must gain instructor’s approval
-Paper	100 pts.
Midterm	50 pts.
Final	100 pts.
Total:	500 pts.

Grading Scale:

A (range) = 500 – 450 **B** (range) = 449 – 400 **C** (range) = 399 – 349 **D** (range) = 348 – 298 **F** = > 297

SCHEDULE OF LECTURES, READINGS, DISCUSSIONS & PROJECTS

Week 1: Introductions

4/5: Green Sheet Overview; Course Expectations

4/7: Introductions; Class Discussion; Journal Guidelines (*handout*);

Week 2: Why Race, Class, & Gender Still Matter

4/12: Defining Terms, Why Race, Class, & Gender Still Matter

4/14: Class Discussion on Readings: “White Privilege: Unpacking the Invisible Knapsack”; “Black Male Privilege Checklist” (**avail. on my website**)

Readings: Ch. 47: “Making Systems of Privilege Visible” & *Questions for Critical Thinking*

Week 3: Coming to America: The Formulation of Women of Color*

4/19: The Lives of Native Indian & African Women in the Colonial U.S.;

4/21: Early Asian Immigration; Class Discussion; *1ST JOURNAL DUE 4/21

Readings: Ch. 23: “Civilize Them With a Stick” **AND** Ch. 53: “Gee, You Don’t Seem Like an Indian from a Reservation” & *Questions for Critical Thinking*

Week 4: Immigration & Citizenship: Who belongs here?

4/26: Early Asian Immigration (cont’d); Civic Engagement Guidelines (*Handout*)

4/28: Asian Exclusion; Group Discussion Guidelines (*handout*); Class Discussion

Reading: Ch. 39: “Racism in the English Language” **AND** Ch. 29: “Cause of Death: Inequality” & *Questions for Critical Thinking*

***CIVIC ENGAGEMENT PROPOSAL DUE 4/28**

Week 5: Great Migration(s) & Greater Advancements

5/3: The Making of the Mexican American Woman; Midterm Review (*handout*)

5/5: Jane Crow; The Great Migration, Harlem Renaissance, & The “New” Woman; Class Discussion: Group Dis. Sign-Up; *2ND JOURNAL DUE 5/5

Readings: Ch. 41 “How to Tame a Wild Tongue” **AND** Ch. 26 “Jobless Ghettos” & *Questions for Critical Thinking*

Week 6: World War II & the Expansion of Gender Roles

5/10: Women and World War II; Japanese Internment; Class Discussion; **GROUP WORK**

5/12: Event Performance: Capri Burrows: “Stripped Lives”

Readings: Ch. 9: “The Social Construction of Gender” **AND** Ch. 25: “Schools and the Social Control of Sexuality” & *Questions for Critical Thinking*

Week 7: Women of Color in Social Movements*

5/17: Black Feminism, Social Movements & The Expansion of Women of Color; **GROUP WORK**

5/19: **MIDTERM**

Readings: p. 612: “Experiencing Difference and Inequality in Everyday Life” **AND** p. 708: “Resistance & Social Change”

De Anza College
Spring 11 Quarter

Instructor: Professor Julie A. Lewis
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Week 8: Toward a New Vision*

5/24: GROUP WORK

5/26: "Race" Group Discussion

Readings: TBD

Week 9: Gender & Appearance

5/31: The Gender Quiz; "Gender Roles" Group Discussion

6/2: A Standard in Beauty; "Standards of Beauty" Group Discussion

*** 3RD JOURNAL DUE 6/2**

Readings: TBD

Week 10: Class, Stereotypes & Expectations

6/7: "Class & Capitalism" Group Discussion

6/9: "Expectations & Stereotypes" Group Discussion;

Readings: TBD

***ENGMNT PRJCT FINAL DUE DATE 6/9**

Week 11: Sexuality

6/14: "Sexuality- (As fetish: Who controls our bodies?)" Group Discussion

6/16: "Sexuality- (LGBT)" Group Discussion; The Heterosexual Questionnaire: **4TH JOURNAL DUE**
6/16

Readings: TBD

Week 12 : FINAL: THURSDAY JUNE 23, 9:15 AM – 11:15 AM