

San Jose State University  
 AAS/WGSS 20 Fall 2024 #sjsuwgss  
 20.1 MW (47512) 9 – 10:15 am Clark 234  
 20.80 (47698) Online  
<http://sjsu.instructure.com>

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## Women of Color

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 our intersecting identities as persons 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.



IMAGE @GLENHANSON

### Required Texts:

There are no required texts for this class. All required readings will be provided on SJSU’s learning management system Canvas. **I highly recommend that you print out each reading** and keep in a notebook or folder.

### Course Format

This syllabus does double duty for two class sections — one in-person (section 1) meeting MW, and one online only (section 80). Our course content is the same though there are some differences in deadlines, so please be on the lookout for references to SEC 1 or SEC 80.

<p><b>Assignments and Evaluation</b></p> <p><b>20% Six weekly reading notes</b>, 10 points each</p> <p><b>30% Six module projects</b> (on reading, films &amp; lectures) - 20 points each</p> <p><b>30% Participation assignments</b> – study guides, freewrites, discussion posts</p> <p><b>20% Final Zine Project</b></p>	<p>Grades are assigned on the following scale</p> <table> <tr> <td>98-100 A+</td> <td>93-97 A</td> <td>90-92 A-</td> </tr> <tr> <td>88-89 B+</td> <td>83-87 B</td> <td>80-82 B-</td> </tr> <tr> <td>78-79 C+</td> <td>73-77 C</td> <td>70-72 C-</td> </tr> <tr> <td>68-69 D+</td> <td>63-67 D</td> <td>60-62 D-</td> </tr> <tr> <td>59- F</td> <td></td> <td></td> </tr> </table>	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		
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59- F																

**Note about Grading:** I use Canvas to calculate grades, so you should be able to follow your progress through the course. Canvas automatically drops your lowest grade on certain assignments, so your totals column should be accurate. I take Canvas totals offline after the last day of class to calculate grades.

**GE Learning Outcomes (GELO) - Area D (Social Sciences – Human Behavior; no prerequisites)**

At the successful completion of this course, students will be able to:

GELO	Assessed in
1. Demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present	Mod project 3, final Zine
2. Compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts	Lectures, Mod project 4
3. Place contemporary social developments in cultural, environmental, geographical, and/or historical contexts	Reading notes, Mod project #2
4. draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.	Final zine

**Course Learning Outcomes (CLO)**

After this course you will be able to:

1. Explain how U.S. inequalities of race, gender, sexuality and nation interact to restrict and deprivilege women of color and their experiences.
2. Explain the complex relationship of women of color to feminism, and explain how women of color feminisms are unique.
3. 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.
4. Understand power and oppression as structural forces shaping individual lives in the U.S.



*Figure 1- Rosa Parks, Septima Clark & Leona McCauley outside Highlander School*

## Classroom Protocol

- **[SECTION 1:] This is an in-person class with required attendance. There are lots of in-class activities that are graded that you *cannot* makeup if you miss class.** They are usually small points though, so missing a day or two should not be a problem. That said, all course material is accessible online, so if you miss class, check Canvas to see what you missed. I also encourage you to drop in to my office hours Mondays 1-3 in person, by phone, or discord.
- **Regular class participation** means being present for regular meeting times, interacting respectfully with your peers, paying attention, *listening* carefully, encouraging others' contribution, and contributing when you can.
- **Late policy.** All assigned work is due at the time stipulated on Canvas. **LATE work will be downgraded ten percent the first day it is late, and five percent every day after that.** If you are ill or overworked, let me know *in advance* and we can figure something out. You must let me know in advance though. Medical emergencies are the sole exception.
- **Technical problems?** - Contact eCampus for help first; if they cannot help immediately, email your work to me **directly** to meet any deadline. You can resubmit the work to Canvas again later when the technical problems have been cleared up. See the Startup module on Canvas for tech help numbers/email.
- **Grade checks** – If you require a midterm grade check of any kind (athletic, EOP, fraternity/sorority, etc., personal), please complete the form linked at the top of the Modules page of Canvas *at least a week before* your deadline, and I will either email you the form or send it to the appropriate party.
- **Office hours** – I have student drop-in hours on Mondays from 1-3 and by appointment. 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. I'm experimenting this year with discord so you can also find me during office hours in the Rosa Study Room (voice) on the WGSS Server.
- **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.

## Communication

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. I will do everything I can to support your learning, so please please keep in touch with me. If you are having problems keeping it together, *let me know early* so we can strategize together how you can make the best use of your time and get you through the semester.

I am sorry to be picky here, but...If you are going to email me, please remember that I have several classes and a lot of students. **Please help me out by putting your course and section number in the**

**subject heading** so I will know what you're talking about. Your email should begin with "Dear Prof Gallardo" or "Dear Dr. Gallardo" and include a brief message that explains why you're writing, what you need, and/or what you've already done to address the need yourself (i.e. I already checked Canvas and asked a classmate). Emails are not texts, so please avoid shorthand, slang, or unnecessary abbreviations (e.g. LOL, wassup?, plz); and it should be signed with your *full* preferred name. *Always* check Canvas and the syllabus for help before emailing me. **E-mails and correspondences that do not follow this format make me grumpy.** Some emails may be answered in person before or after class or via an email to the entire class. *I reserve the right to ignore emails that ask simple questions that can be answered by looking at the syllabus or Canvas.* Allow a minimum of 48 hours for the return of emails that will be sent primarily during business hours (Mon – Fri between 9 am – 5 pm)—I have a life too, y'know! ;-)

### **Plagiarism & AI**

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. If you are unclear about this, please see the library Plagiarism tutorial linked in our top Canvas module.

In this course, you *may* use artificial intelligence (AI) programs, e.g., ChatGPT, to help generate ideas and brainstorm. You may *not* submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Know that use may also stifle your own independent thinking and creativity.

### **University Policy & Resources**

There are lots of resources at this public university if you need assistance! Tutoring, health center, writing center, Accessibility Center, Library--see the list at the top module on Canvas for links. Also, see the link below for university policies as well.

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 are listed on Syllabus Information web page. (<http://www.sjsu.edu/gup/syllabusinfo>) hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

And finally, this is an introductory course required for the WGSS major and/or minor. Our **WGSS Program Learning Outcomes** state that upon graduation, Women, Gender, and Sexuality Studies students will be able to:

1. Identify and analyze the intersections of gender, sexuality, race, class, and nation social and institutional contexts.
2. Identify and describe major theories and political movements central to Women, Gender, and Sexuality Studies, placing contemporary developments in cultural, historical, environmental, and embodied contexts.
3. Describe the global span of feminist movements and the connection among gender and sexual minorities around the world.
4. Demonstrate critical thinking and research skills through written, oral and creative means.

*The WGSS Minor requires only 15 units and is a terrific critical-thinking complement to majors in Science, Business, or the Social Sciences. Ask me about it! 😊*

## WGSS 20 Fall Schedule 2024

All readings on Canvas unless stated otherwise. Subject to change at instructor's discretion or in event of another pandemic, earthquake, flood or apocalypse. Please see Canvas for complete course schedule.

Wk	Date	M	W
0	8/21		Day One - Intro
1	8/26	<b>Mod 1 - Why WOC?</b>	
2	9/2	<i>Labor Day Holiday</i>	
3	9/9	<b>Mod 2 - Historical Intersection of Gender &amp; Race</b>	
4	9/16		
5	9/23	<b>Mod 3 - WOC Feminisms</b>	
6	9/30		
7	10/7	<b>Mod 4 - Work Work Work</b>	
8	10/14		
9	10/21	<b>Mod 5 - Reproductive Justice</b>	
10	10/28		
11	11/4	<i>timeout - Gender &amp; Politics</i>	
12	11/11	<i>Veterans Day holiday</i>	<b>Mod 6 - Sexualities &amp; Transgender Rights</b>
13	11/18		
14	11/25	<b>Mod 7 - Coalition &amp; Creativity</b>	<i>Turkey Day holiday</i>
15	12/2		Zines due Sec 1
16	12/9	Last day of class! Zines due Sec 80	

## Bibliography of Assigned Readings and Films

- Chimamanda Adichie, "The danger of a single story," TEDTalk at [https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story),
- BBC Three, "Dark-Skinned Girls on Colorism," <https://www.youtube.com/watch?v=X6V1AjDqXnk> (5 mins)
- The Year We Thought About Love*, New Day films, 2009.
- Jean Cheng et al, "The Difference Between Us," episode 1 of *Race, Power of an Illusion*, California Newsreel, 2003.
- Matthew Cherry, Everett Downing Jr. and Bruce W. Smith, *Hair Love* , [https://www.youtube.com/watch?v=kNw8V\\_Fkw28](https://www.youtube.com/watch?v=kNw8V_Fkw28) 2019.
- Combahee River Collective, Combahee Collective Statement (1979)
- Kimberly Crenshaw, "The Urgency of Intersectionality," TEDTalk at <https://www.youtube.com/watch?v=akOe5-UsQ2o>
- Elaine Joy Davenport, dir, *Fannie Lou Hamer's America*, PBS 2022.
- Vicky Du, *Gaysians*, Frameline, 2015 (13 min).
- Roxanne Dunbar Ortiz, "Introduction/This Land," *An Indigenous Peoples' History of the United States*, Beacon Press, 2014, 2-13.
- Educational Video Group, "Kathleen Cleaver: Interview on natural hair," Greenwood, IN: Educational Video Group, 1968.
- June Eric-Udorie, "Introduction," *Can We All Be Feminists?* Virago, 2019, 9-27.
- Sydney Freeland, *Drunktown's Finest*, Indion Entertainment Group, 2015.
- Tanya Maria Golash-Boza, "Race, Immigration, and Citizenship from the 1840s to the 1920s" (ch. 2), *Race and Racisms: A Critical Approach*, Oxford Press, 2<sup>nd</sup> ed., 2018, 35-62.
- Solly Granatstein, Lucian Read and Richard Rowley, "Home Economics" with Amy Poehler, *America Divided* series, Divided Films, 2016.
- Dianne Griffin and Erica Jordan, *Painted Nails*, DigAll Media, 2016 (56 min)
- The Guardian, "Eight Black Women Discuss Politics of Skin Tone," <https://www.youtube.com/watch?v=i3rEZnxOWcw> (4 mins)
- Bob Hercules and Rita Coburn Whack, *Maya Angelou: And Still I Rise* (American Masters), PBS Documentaries, 2016.
- Patricia Hill Collins, "Work, Family and Black Women's Oppression" (ch. 3), *Black Feminist Thought* (NY: Routledge, 2008)
- Humboldt Place-Based Learning Communities (PBLC), "History of Native California," with Dr. Cutcha Risling-Baldy, Humboldt Online, <https://www.youtube.com/watch?v=T-azcPugmKQ> , 2020.
- Marcia Jarmel and Ken Schneider, *Speaking in Tongues*, Patchworks Productions, 2010.

Winona Laduke, "Seeds of Our Ancestors, Seeds of Life," TEDx Talks, 3/4/12  
<https://www.youtube.com/watch?v=pHNlel72eQc> (20 mins).

Tia Lessin and Emma Pildes et al, *The Janes*, HBO Enterprises, 2022.

Annie Lowrey, "The Most Important Study in the Abortion Debate" (The Takeaway Study), *The Atlantic*, 6/11/22, <https://www.theatlantic.com/ideas/archive/2022/06/abortion-turnaway-study-roe-supreme-court/661246/>.

Evelyn Nakano Glenn, "Introduction," *Forced To Care: Coercion and Caregiving in America* (Cambridge: Harvard UP, 2010), 1-11.

Mae Ngai, "Racism Has Always Been Part of the Asian American Experience," *The Atlantic*, 4/21/21, online.

Theda Perdue, "Cherokee Women and the Trail of Tears," *Journal of Women's History*, 1:1 (1989).

Mary Romero, *The Maid's Daughter*, NYU Press, 2011, pgs. 1-5 and ch. 3 "Being the Maid's Daughter")

Lorretta J. Ross & Rickie Solinger, "Reproductive Justice in the Twenty-First Century" (ch. 2), *Reproductive Justice: An Introduction* Oakland: University of California Press, 2017, 58-116.

Sins Invalid, "Ten Principles of Disability Justice," 9/17/15, <https://www.sinsinvalid.org/blog/10-principles-of-disability-justice>.

Susan Stryker, "Intro to Transgender Terms and Concepts," (ch. 1) in *Transgender History* (Seal Press, 2008), 1-29.

Jeanne Theoharis, "It Was Very Difficult to Keep Going When All Our Work Seemed to Be in Vain," *The Rebellious Life of Mrs. Rosa Parks*, ch. 2 (Beacon, 2013)

Gus Wezerek and Kristen R. Ghodsee, "Women's Unpaid Labor is Worth \$10,900,000,000,000," *NY Times* 3/5/20, <https://www.nytimes.com/interactive/2020/03/04/opinion/women-unpaid-labor.html>

Alice Wong, "First-Person Political," *Year of the Tiger* (Vintage Books, 2022), 27-36.

Judy Tzu-Chun Wu, "Asian American Feminisms and Women of Color Feminisms," (ch. 2) in *Asian American Feminisms and Women of Color Politics*, ed. By Lynn Fujiwara and Shireen Roshanravan, University of Washington Press, 2018, 43-63.

Women of Color poems selection include Anzaldúa's *Borderlands*, Kate Rushin's *Bridge Poem*, Cervantes Poem for the Young White Man, Harjo I Give You Back, Mirikitani *Suicide Note*, Paloma Acosta *Quilts*, and Parker *White Person*.