

ANTHROPOLOGY, GEOGRAPHY and SOCIOLOGY
Women of Color
SOC473.500
Syllabus
Fall 2018

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Office Hours: M-W: 1:00-2:00; TR 2:00-4:00; Friday-by apt.
Class Meets: ONLINE

Required Texts:

Carney, Megan A. 2015. *The Unending Hunger: Tracing Women and Food Insecurity Across Borders*. Oakland, CA: University of California Press.

Ruiz, Vicki L. 2008. *From out of the Shadows: Mexican Women in Twentieth Century America*. NY: Oxford.

Course Description:

This course adopts an interdisciplinary approach to the exploration of the experiences of women of color in the United States. Readings, discussions, and writing assignments focus on indigenous/feminist/ethnic issues directly related to conflict, racism, personal agency, survival, resistance, intervention, and transformation. Topics are contained in diverse texts that include novels, letters, essays, poetry, and film that include feminist theories, cultures, and biographies of notable women of color.

(3 credits; fully online) spans 15 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on contemporary and historical issues surrounding women of color in American society. In addition, students are required to read various scholarly articles that are embedded in the Learning modules during the semester, complete quizzes/exams over the course, and complete multiple discussion assignments that evaluate their ability to think critically, interpret primary sources, and consider multiple sides of arguments dealing with minority women and their experiences in education, at work, and as activists for social change. Students also write a biography about their selected woman of color and do a book review as part of the course requirements. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

Program learning outcomes include the following:

- 1) The student will be able to identify, compare, and contrast sociological classical and contemporary theories.
- 2) The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.
- 3) The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with gender inequality, immigrant status, race and ethnic relations, stratification, poverty, and food insecurity.
- 4) The student will be able to apply sociological knowledge and skills to a variety of settings, including border crossings.
- 5) The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.
- 6) The student will read theoretical arguments and to identify their major strengths and weaknesses.

PLOs	Supported Course Objective SLO # or NA (not applicable)	Skill Level Basic, Intermediate, Advanced
PLO1	1	A
PLO2	3	A
PLO3	6	A
PLO4	2	A
PLO5	4,5	A

Student learning outcomes for this course include the following:

1. Students will compare and contrast feminist theories associated with women of color in U. S. society.
2. Students will differentiate between biological, social, and cultural constructs of gender.
3. Students will define and discuss gender inequality within the framework of women of color.
4. Students will be able to identify gender stratification within social institutions.
5. Students will identify gender diversity and discuss it within the framework of social hierarchies.
6. Students will identify ways in which gender changes throughout the life course and is impacted by things such as race and ethnicity.

ACCEPTABLE STUDENT BEHAVIOR

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student

Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. The SFA policy for Acceptable Student Behavior can be accessed at the following link:http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

ATTENDANCE POLICY

This is an online class. Because of that you are expected to access D2L consistently and daily. Your Course Calendar is attached to this document and there are copies in GETTING STARTED in D2L. You are responsible for keeping track of the dates for all assignments and assessments. Students who do well in these online classes spend at least one hour per day x 7 days reading the Learning Module material (including watching videos and pdfs of posted articles). This is in addition to reading your text, which is required. The SFA Attendance Policy can be accessed at the following link:
<http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf>

ADDING/DROPPING A COURSE

Click on the following link for directions about how to add or drop a course during the semester:
http://www.sfasu.edu/policies/course-add-drop_6.10.pdf

EXAMS

You will have a total of four exams in this course. The exams are worth 100 points each. They will all be administered online, including the final. The final exam is cumulative and will be posted online @ 8:00 AM on Date and it will close on Date @ 5:00 PM. Since all these exams are online and there is a window of time to complete them, **there will be no makeups on the first three exams unless you have a documented absence filed with the Office of Student Rights and Responsibilities. There will be no makeup for the Final Exam.**

GROUP DISCUSSIONS

You will participate in four discussion assignments during this semester. The guidelines include submitting one original discussion prompted by my questions about the material included in each Learning Module. Next you will respond to a classmate's post of your choice Your original post must follow these guidelines: (1) respond to each of my questions that deal with the reading of the week; (2) number each of your answers to

correspond with my questions; (3) you may cut and paste your answers directly into the discussion thread but do not submit attachments – I do not accept those in your discussion assignments; (4) refer to your course calendar for due dates; (5) use good grammar and watch your spelling in order to get full credit for your posts; (6) post your initial answers to my questions prior to reading other students' posts (7) your original post is worth 15 points, the response to a classmate is worth 5 points, the response to my comments is worth another 5 points. If you do everything you are supposed to with your weekly discussions your grade = 25 points total. I dock points for poor grammar and spelling. **There is no makeup for a missed discussion.**

BOOK REVIEW

Book Choices for Review: You only have to review one book for the semester; however, they are all wonderful and you may want to buy each of them and keep them in your personal library. Select one and email me in D2L to let me know your choice. I believe the SFA Library also has copies of each of these books on their shelves and on reserve for this class. Most public libraries also have copies in case you elect not to buy your own copy. They are also available on Kindle.

Brinkley, Douglas. 2000. *Rosa Parks: A Life*. NY: Penguin Books. ISBN: 978-0143036005

Fadiman, Ann. 2012. *The Spirit Catches You and You Fall Down*. NY: Farrar, Straus and Giroux. ISBN: 978-0-374-53340-3

Jacobs, Harriett. 2001. *Incidents in the Life of a Slave Girl*. Edited by Nellie Y. McKay and Frances Smith Foster. NY: Norton. ISBN: 978-0-393-97637-3

Silko, Leslie Marmon. 1996. *Yellow Woman and a Beauty of the Spirit*. NY: Simon & Schuster. ISBN: 0-684-82707-7.

All of these books are available (at good prices) on Amazon.com and other online sources. You may also be able to find them at both Steen Library and the Nacogdoches public library if you elect not to purchase. Your guidelines for writing a book review are in a PDF document in Getting Started. Let me know (by email) which book you decide to review as soon as you make your decision. If you have any questions about the guidelines, shoot me an email and I'll probably respond to the whole class or post an announcement on the D2L homepage.

BIOGRAPHICAL ESSAY

Papers for this class should be 5 double-spaced pages in length (no more, no less). Biographical essays are all about an individual's experiences in life. With this assignment I expect you to select a notable woman of color – either one of the women who was discussed in this course or someone you admire that we did not discuss. You will write a good paper if you follow the tips outlined in a PDF in Getting Started.

Remember, do not cut and paste from the Internet. Turnitin will be activated for this assignment in a drop box on D2L and it knows if you are using someone else's work. Email me when you decide who you want to write about.

GRADING SCALE

Exams x 4 (100 pts each)	400 points
Discussions x 4 (25 pts. each)	100 points
Book review	100 points
<u>Biographical essay</u>	<u>100 points</u>
TOTAL:	800 points

Your final grade is based on a total accumulation of points.

WITHHELD GRADES POLICY

The Grade of WH. Ordinarily, at the discretion of the instructor and with the approval of the department chair, a grade of WH will be assigned only if the student cannot complete the course work due to unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Note that a grade of WH is given at the discretion of the course instructor and department chair. Both must agree that a WH is appropriate. Furthermore, only students who have completed almost all of the course work will be considered for a grade of WH.

ACADEMIC INTEGRITY

Participants in this course will adhere to the [SFA Academic Integrity Policy \(A-9.1\)](#).

DISABILITIES ACCOMMODATIONS

Check with the Office of Disability Services to determine any necessary course adaptations or accommodations. Please make an appointment with me via email during the first week of class to discuss your needed accommodations. *“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services, Human Services Building, Room 325, Voice: [936-468-3004](tel:936-468-3004), TDD: [936-468-1004](tel:936-468-1004); FAX: [936-468-1368](tel:936-468-1368) or online at the [Disability Services website](#).*

DISCLAIMER

This syllabus represents a “best” plan for the course; but, as with most plans, it is subject to change. Any changes will be announced by email or on your D2L homepage News Alert. The GETTING STARTED Module for the course also contains two versions of the Course Calendar and another copy of this syllabus.

Week of August 27

Getting Started

Use this week to navigate the course – starting with the Getting Started Module. If you have technical problems, contact the Student Helpdesk in the CTL for assistance. Refer to Course Facts for important links and telephone numbers.

Week of September 3

Module One: Minority Women

Read Learning Module One

Begin reading *From Out of the Shadows: Mexican Women in the Twentieth Century*

Other readings: Black Feminist Thought in the Matrix of Domination

From Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment* (Boston: Unwin Hyman, 1990), pp. 221–238; Equal Rights for Women by the Hon. Shirley Chisolm of New York In the House of Representatives, May 21, 1969

September 7 (Friday)

Discussion Assignment (1) due @ 10:00 PM

Week of September 10

Module Two: Immigration and Women of Color

Read Learning Module Two

Continue reading *From Out of the Shadows*

Other readings: Immigrants in the United States A Profile of America’s Foreign-Born Population By Steven A. Camarota; “Immigration and Poverty in the United States,” in *Changing Poverty, Changing Policies*, eds. M. Cancian and S. Danziger (New York: Russell Sage Foundation, 2009).

Week of September 17

Module Three: Colonization and Women of Color

Read Learning Module Three

Continue reading *From Out of the Shadows*

Other readings: Native American Feminism, Sovereignty, and Social Change Author(s): Andrea Smith Source: *Feminist Studies*, Vol. 31, No. 1 (Spring, 2005), pp. 116-132
Published by: Feminist Studies, Inc.; Colonization and Violence against Women, by Val Kalei Kanuha, Ph.D., M.S.W.

September 21 (Friday)

Exam 1 opens @ 8:00 AM

This exam covers Learning Modules 1, 2, and 3 and all readings embedded in the Modules

September 23 (Sunday)

Exam 1 closes @ 10:00 PM

Week of September 24

Module Four: American Indian Women

Read Learning Module Four

Continue reading *From Out of the Shadows*

Other readings: Feminist Theory and the "Invasion of the Heart" in North America

Author(s): Pauline Turner Strong Source: *Ethnohistory*, Vol. 43, No. 4, Native American Women's Responses to Christianity (Autumn, 1996), pp. 683-712; A Few Cautions at the

Millennium on the Merging of Feminist Studies with American Indian Women's Studies

Author(s): Devon A. Mihesuah Source: *Signs*, Vol. 25, No. 4, Feminisms at a Millennium (Summer, 2000), pp. 1247-1251; and Identity and the Politics of American Indian and

Hispanic Women Leaders Author(s): Diane-Michele Prindeville Source: *Gender and Society*, Vol. 17, No. 4 (Aug., 2003), pp. 591-608

Week of October 1

Module Five: African American Women

Read Learning Module Five

Continue reading *From Out of the Shadows*

Other readings: Passing the Torch: African American Women in the Civil Rights

Movement Author(s): LaVerne Gyant Source: *Journal of Black Studies*, Vol. 26, No. 5,

Special Issue: The Voices of African American Women in the Civil Rights Movement

(May, 1996), pp. 629-647; African-American Women in the Civil Rights Movement,

1954-1965: Gender, Leadership, and Micromobilization Author(s): Belinda Robnett

American Journal of Sociology, Vol. 101, No. 6 (May, 1996), pp. 1661-1693; Feminist

Attitudes among African American Women And Men Author(s): Andrea G. Hunter and

Sherrill L. Sellers, *Gender and Society*, Vol. 12, No. 1 (Feb., 1998), pp. 81-99; and Race,

Gender, and Critique: African-American Women, White Women, and Domestic Violence

in the 1980s and 1990s Author(s): Lois Weis Source: *Signs*, Vol. 27, No. 1 (Autumn,

2001), pp. 139-169

October 5 (Friday)

Discussion Assignment (2) due @ 10:00 PM

Week of October 8

Module Six: Hispanic American Women

Read Learning Module Six

Other readings: Immigrant Economic Adjustment and Family Organization: The Cuban

Success Story Reexamined Author(s): Lisandro Perez, *International Migration Review*,

Vol. 20, No. 1 (Spring, 1986), pp. 4-20; Extended Family Integration among Euro and

Mexican Americans: Ethnicity, Gender, and Class Author(s): Natalia Sarkisian, Mariana

Gerena and Naomi Gerstel, *Journal of Marriage and Family*, Vol. 69, No. 1 (Feb., 2007),

pp. 40-54; Family, Work and Women: The Labor Supply of Hispanic Immigrant Wives Author(s): Haya Stier and Marta Tienda, *International Migration Review*, Vol. 26, No. 4 (Winter, 1992), pp. 1291-1313; Migration and Marriage among Puerto Rican Women Author(s): Vilma Ortiz, *International Migration Review*, Vol. 30, No. 2 (Summer, 1996), pp. 460-484; and Ethnic-Controlled Economy or Segregation? Exploring Inequality in Latina/o Co-Ethnic Jobsites Author(s): Maria Cristina Morales, *Sociological Forum*, Vol. 24, No. 3 (Sep., 2009), pp. 589-610

October 12 (Friday)

Discussion Assignment (3) due @ 10:00 PM

Week of October 15

From Out of the Shadows book exam opens on **Monday** @ 8:00 AM

Book exam closes on **Friday** (October 19) @ 10:00 PM

Send me an email by Sunday (October 21) telling me the name of the woman you want to profile for your essay that is due at the end of the semester.

Week of October 22

Exam 2 opens @ 8:00 AM on **Monday** and covers Learning Modules 4, 5, and 6 and all associated readings

October 28 (Sunday)

Exam 2 closes @ 10:00 PM

Week of October 29

Module Seven: Asian American Women

Read Learning Module Seven

Other readings: The Development of Feminist Consciousness among Asian American Women Author(s): Esther Ngan-Ling Chow, *Gender and Society*, Vol. 1, No. 3 (Sep., 1987), pp. 284-299; Beneath the Mask: Autobiographies of Japanese-American Women Author(s): Ann Rayson, *MELUS*, Vol. 14, No. 1, Ethnic Autobiography (Spring, 1987), pp. 43-57; "Patriarchy is So Third World": Korean Immigrant Women and "Migrating" White Western Masculinity Author(s): Nadia Y. Kim, *Social Problems*, Vol. 53, No. 4 (November 2006), pp. 519-536; and "A Saga of Democracy": Toy Len Goon, American Mother of the Year, and the Cultural Cold War Author(s): Chiou-Ling Yeh, *Pacific Historical Review*, Vol. 81, No. 3 (August 2012), pp. 432-461

Begin reading *The Unending Hunger: Tracing Women and Food Insecurity across Borders*

Week of November 5

Module Eight: Middle Eastern American Women

Read Learning Module Eight

Continue reading *The Unending Hunger*

Other readings: Arab Mothers, American Sons: Women in Arab-American Autobiographies Author(s): Evelyn Shakir, *MELUS*, Vol. 17, No. 3, Varieties of Ethnic Criticism (Autumn, 1991 - Autumn, 1992), pp. 5-15; Immigrant Palestinian Women Evaluate Their Lives in *Family and Gender among American Muslims: Issues Facing Middle Eastern Immigrants and Their Descendants*, eds. B. C. Aswad and B. Bilge (1996), pp. 41-58; and Veiled Submissions: Gender, Power, and Identity among Evangelical and Muslim Women in the United States author(s) J. P. Bartkowski and J. G. Read (2002), *Qualitative Sociology*, Vol. 26(1): pp. 71-92.

Week of November 12

Module Nine: Women of Color and the Wage Gap

Read Module Nine

Other readings: Transcript of Heaven Will Protect the Working Girl @ www.ashp.cuny.edu; The Ethnic Niche as an Economic Pathway for the Dark-Skinned Labor Market Incorporation of Latina/o Workers Author Cristina Morales, *Hispanic Journal of Behavioral Science*, Vol. 30 (2008), pp. 280-298; and Cultural Influences on Immigrant Women's Labor Force Participation: The Arab-American Case Author: Jen'nan Ghazel Read *International Migration Review*, Vol. 38 (1) (2004), pp. 52-77.

Finish reading *The Unending Hunger*

November 16 (Friday)

Discussion Assignment (4) due @ 10:00 PM

HAPPY TURKEY DAY!!!

Week of November 26

Module Ten: A Final Reflection

Read Learning Module Ten

Book exam over *The Unending Hunger* opens on **Monday @ 8:00 AM**.

Book exam closes on **Sunday, December 2 @ 10:00 PM**.

December 3 (Monday): Book review due in D2L Dropbox @ 10:00 PM

December 7 (Friday): Biographical Essay due in D2L Dropbox @ 10:00 PM

December 10 (Monday): Final exam opens @ 8:00 AM

December 13 (Thursday): Final exam closes @ 5:00 PM