ANTHROPOLOGY, GEOGRAPHY and SOCIOLOGY
Women of Color
SOC473.500
Syllabus
Fall 2019

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Office: LAN330
Phone: 936-468-2241
Office Hours: M-W: 1:00-2:00; TR 2:00-4:00; Friday-by apt.
Class Meets: ONLINE

Required Texts:


Select one of the following books for the book review assignment:


*Email me by October 1st with your selection.*

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.
This course, 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.

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<tr>
<th>PLOs</th>
<th>Supported Course Objective SLO # or NA (not applicable)</th>
<th>Skill Level Basic, Intermediate, Advanced</th>
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<tbody>
<tr>
<td>PLO1</td>
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<td>PLO2</td>
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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

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 BrightSpace 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 by Tuesday, October 1 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. The reason I am posting these book selections twice is that at least one student a semester overlooks their choices and reviews one of the other two required books for the semester. You will get a 0 for this assignment if you do that. **Your book review selection must come from this list of books.**


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. For the book review, write a three page, double-spaced review, using headings as discussed in the Guidelines. You do not need to cite references or submit a reference page for this assignment.

**BIOGRAPHICAL ESSAY**

Papers for this assignment should be 4 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. I do expect you to cite references for this paper and submit a separate reference page. I am not really picky about your sources, as long as they come from reputable books, articles, online sites. 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  
Biographical essay 100 points  
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)](https://example.com).
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, TDD: 936-468-1004; FAX: 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 26
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 2
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 8 (Sunday)
Discussion Assignment (1) due @ 10:00 PM

Week of September 9
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

6
Week of September 16  
*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 20 (Friday)  
Exam 1 opens @ 8:00 AM  
This exam covers Learning Modules 1, 2, and 3 and all readings embedded in the Modules

September 22 (Sunday)  
Exam 1 closes @ 10:00 PM

Week of September 23  
*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  

Week of September 30  
*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  
Author(s): Belinda Robnett  
Author(s): Andrea G. Hunter and Sherrill L. Sellers  
Source: *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 1 (Tuesday)
Email me the book you have selected for the book review assignment.

October 6 (Sunday)
Discussion Assignment (2) due @ 10:00 PM

Week of October 7
Module Six: Hispanic American Women
Read Learning Module Six

October 13 (Sunday)
Discussion Assignment (3) due @ 10:00 PM

Week of October 14
From Out of the Shadows book exam opens on Monday @ 8:00 AM

Book exam closes on Sunday (October 20) @ 10:00 PM

Send me an email by Sunday (October 20) 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 21
Exam 2 opens @ 8:00 AM on Monday and covers Learning Modules 4, 5, and 6 and all associated readings

October 27 (Sunday)
Exam 2 closes @ 10:00 PM

Week of October 28
Module Seven: Asian American Women
Read Learning Module Seven

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

**Week of November 4**
*Module Eight: Middle Eastern American Women*
Read Learning Module Eight

Continue reading The Unending Hunger

**Week of November 11**
*Module Nine: Women of Color and the Wage Gap*
Read Module Nine

Finish reading The Unending Hunger

**November 17 (Sunday)**
Discussion Assignment (4) due @ 10:00 PM

**Week of November 18**
*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**, November 24 @ 10:00 PM.

**HAPPY THANKSGIVING!!!**  Have a safe one and pardon a turkey.

**December 2 (Monday):** Book review due in D2L Dropbox @ 10:00 PM

**December 6 (Friday):** Biographical Essay due in D2L Dropbox @ 10:00 PM

**December 9 (Monday):** Final exam opens @ 8:00 AM

**December 12 (Thursday):** Final exam closes @ 5:00 PM