Texas Woman’s University  
Department of Women’s Studies  

U.S. Women of Colors  
WS 5463-50  
Spring 2010  
Online with face to face meetings on  
1/23 & 4/24, 1:00-3:50 pm, HDB 309  

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Course Description:  
Women of color have been marginalized within academic inquiry; their particular  
experiences have rarely been included in scientific or literary discourse. This course aims  
to fill this educational void by centering women of color. This course will begin with an  
historical overview of particular socially constructed categories of women of color,  
examining in particular how this story does or does not resonate with mainstream  
historical narratives. We will also be examining how incorporating women of colors’
knowledge invites us to redefine the mainstream narrative. Far from being an objective account of U.S. history, we will always keep in mind the ways in which history/theory is constructed from a particular perspective or ideology. We will examine contemporary social issues through the lens of women of color, including the social/legal/transnational constructions of race, identity, multiculturalism, sexuality, class, and gender. This course is also reading and writing intensive, and will provide in-depth training for academic writing.

Course Objectives:
After completing this course, students will have a deep understanding of the way race/ethnicity has been socially constructed and the institutional power dynamics inherent in this historical narrative. Students will understand the ways in which power and institutions affects the lives of different social categories of people. Students will gain a complex understanding of intersectional feminist theories; and therefore, be able to conduct scholarly feminist research that is inclusive in a multicultural manner. Students will also gain enhanced skills in academic reading comprehension, writing skills, and critical thinking.

Required Texts:
- Evelyn Nakano Glenn, Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor
- Gloria Anzaldúa, ed., Making Face, Making Soul Haciendo Caras: Creative and Critical Perspectives by Feminists of Color
- Gloria Anzaldúa & AnaLouise Keating, ed., this bridge we call home: radical visions for transformation
- Gina Masequesmay & Sean Metzger, ed., Embodying Asian/American Sexualities
- Anthony Marx, Making Race and Nation: A Comparison of the United States, South Africa, and Brazil
- Stuart Greene & April Lidinsky, From Inquiry to Academic Writing

Class Format and Use of Blackboard: Online classes can be quite labor intensive and require a great deal of time and careful scheduling. This course will be conducted asynchronously via Blackboard at TWU (occurring at different times rather than at the same place and time) and during two face to face meetings. Blackboard can be accessed through either http://twu.blackboard.com or http://online.twu.edu. You could mark one of these URLs as a bookmark in your computer system. You can also access a link to Bb from the main TWU home page: http://www.twu.edu. Blackboard is a web-based, course delivery system that provides private space on the web server that is used for members of this course. No one has access to the “space” except for those who are registered for the class. The space that is set aside for our course includes space to post comments and questions, access course grades, send email messages to others in the course, view links to outside resources, and submit writing assignments. To access the Bb system, you’ll need a user ID and password. Your user ID and password will be the same as your Pioneer Portal user ID and password. If you do not have a Portal user ID, you will need to create one immediately. Go to http://portal.twu.edu, click on the button to create a
portal account, and follow the instructions. For more information about getting started with an online course, see http://www.twu.edu/de/getting-started-guide.asp. Helpful information about Bb can also be found here: http://www.twu.edu/de/blackboard.asp. For technical assistance, contact the TWU Helpdesk at 940-898-3971 or helpdesk@twu.edu. You can also go to the Mega Lab on the 2nd floor of the MCL building for help.

**Access to Internet and Word Processing Software**

You will need to have regular Internet access to participate in this course. Although you do not need extensive experience with computers or the Internet, you do need to have a basic familiarity with web browsing, personal computers, and the Internet. Click here for the minimum computer requirements: http://www.twu.edu/de/computer-requirements.asp. You will need to make sure that your internet service provider and Web browser will work together with Blackboard. If you wish to participate in Blackboard courses from your place of employment, this may be difficult if there are firewalls at your workplace.

**Internet Explorer 8 is not compatible with all features in Blackboard. You should use Internet Explorer 7 or Mozilla's Foxfire as your Web browser.**

You also will need to have access to word processing software. You should submit documents in one of the following formats: Microsoft Word (preferred) or RTF (rich text format). Please do not submit files in Microsoft Works (.wks) or Word Perfect (.wps), since I may not be able to open them.

**Email**

Make sure that the email address listed for you in Blackboard is the email address that you use and check regularly. **You are responsible for checking and reading emails sent to you through Blackboard and to your Pioneer Portal (TWU) email account.** All email sent through the Blackboard system will automatically go to your TWU address unless you have forwarded your address. You can change your email address in Blackboard under Personal Information, Edit Personal Information. It’s also possible to forward your Pioneer Portal email account to another email address. Follow the instructions under “My Settings” after logging in to Pioneer Portal.

Not checking or forwarding email sent to your TWU email address is not a valid excuse for missed or late assignments.

**Participation**

Hybrid courses have unique opportunities and challenges. All of our class time will take place in the “virtual space” represented by the Blackboard system as well as two face to face meetings. Our interactions in Bb will be text-based and will be asynchronous (occurring at different times rather than at the same place and time).

Since our written contributions in Bb will be posted electronically and accessible to all participants, each of us will have the opportunity to contribute to this course and respond
to each others’ contributions perhaps in more thoughtful and carefully considered ways than we might be able to do in our face-to-face classroom sessions, where interactions will be more spontaneous. We’ll also have the opportunity to refer back throughout the semester to what we have written in earlier weeks, so that we can build on our ideas.

**Time Management**
While there are many unique benefits to web-based and hybrid courses, there are also unique challenges. Research indicates that distance education courses require self-disciplined time management skills and that web-based courses require a greater time commitment from students than traditionally structured courses. Therefore, do not underestimate the time commitment that you will have to make to be successful in this class. In addition, it is important to recognize that you may need to be more self-motivated to keep up with the reading and completing assignments, since you will not have the pressures of face-to-face class sessions to motivate you to complete the work. It will be important to keep up with your work on a regular basis. Moreover, it is important to keep in mind that the more time that you spend on this course the more you will gain from it.

In order to help ensure your success in the course, I expect you to read the Discussion Board Forums, check Announcements, and check your email for course-related announcements regularly (usually once a day). I’ll use Bb for posting information and links relevant to the week’s reading as well as for posting announcements, reminders, and/or changes in the schedule.

**Disability Support Services:** If you need any accommodations to meet the requirements of this course, please register with the Office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements may impact your ability to fully participate.

**Academic Dishonesty:** Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries at http://www.twu.edu/library/res/res_plagiarism.htm.

**Turnitin Software:** In an effort to ensure the integrity of the academic process, Texas Woman’s University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman’s University may now use a tool called Turnitin to compare a student’s work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine
whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member. All required assignments in this course may be checked for plagiarism using Turnitin.

**Course Conduct:** In this course, we will be discussing potentially sensitive issues and need to always remain respectful towards one another. Because of the hybrid nature of the course, we have less time for face to face meetings. Therefore, many of the social cues behind our language will be lacking as we rely heavily on written communication. Before making any postings to the Discussion Board, you should read and follow the guidelines about “netiquette” (rules of online communication) found here: http://www.twu.edu/de/how-to-be-successful.asp. This site also includes helpful tips for success in online courses. Students should write their discussion board postings in a word processing program, save to their computer, and revised for language and appropriateness.

**Late work:** Late work will not be accepted. Under extreme situations (i.e. hospitalization), I may work with a student on a case by case basis.

**Online Writing Lab** — http://www.twu.edu/writesite/OWL.asp This service will provide you with writing assistance online and through e-mail. You can submit your papers to owl@twu.edu.

**Assignments:**
2 Reflection Papers [200 total points]
10 Discussion Board Posting and Responses [250 total points]
5 Wiki Postings [50 total points]
2 Attendance [50 total points]

Total—550 points

**Points/grades**
A 90-100 %
B 80-89 %
C 70-79 %
D 60-69 %
F 68-0 %

**Reflection Papers & Outlines**— [due weeks of March 1-7/March 8-14 & May 3-9/May 9-14 (200 points total/100 each essay)] For the midterm and final exam weeks, each student will post on the discussion board, a reflection paper of 5-10 pages that includes a detailed analysis of the assigned material, discussion board assignment, and your interpretation of both. This paper must cite sources properly according to MLA style and include a works cited list. You must cite a minimum of six assigned articles or books and at least three different discussion board postings/responses. The final paper need only cite material from the point after the midterm. An outline of each reflection paper must be submitted the week before the paper and it needs to include a minimum of six sources that you will
use. The paper should be centered upon a specific thesis statement and the assigned reading material should support the argument.

Discussion Board Posting and Responses— [due: original post Wednesday by 10 p.m. (10 pts); two response post Friday by 10 p.m. (5 pts each/10 total pts); and your responses to the students that commented upon your post by Sunday at noon (5 pts); (150 pts total)] Your original posting should be a minimum of 250 words and included an analysis of the assigned text (4 points), your thoughts about the text (3 points), at least two detailed, thoughtful discussion questions about the material (3 points) (optional: a related outside website source link to an academic website or video). You should write your discussion board postings in a word document saved to your computer. These short, reflective, mini-essays should be free of typos or grammatical errors and should be proofread for clarity and appropriateness. All writings should be in MLA format. Cite text(s) in your discussion like this: (McBee 6). (Optional: you can do your discussion board posting as an mp3 audio file or a video podcast that you attach to the discussion board: same grading criteria apply). On Friday at 10 p.m. of the week, you should respond to two of your classmates’ postings with a 200-word response, which needs to include a citation of the text (2 points), a response to the classmate (2 points), and your own input (1 point). Finally, by Sunday at noon, you should reply briefly (50 words) in one post and mention all students who responded to your original post (5 points). If students did not respond to your original post, you can make some statement on your original thread or you can respond to other student responses. Your final response will be graded on word count, writing style, interaction with other students, and mentioning the book.

Wiki: U.S. history of racial laws— [due week of April 19-25 (50 points)] Throughout the semester we will collectively compile a wiki of U.S. laws that have shaped racial definitions and restrictions. Each student will contribute a total of five laws, each worth ten points. Add your law in a two sentence description to the wiki in chronological order and provide a linked citation to an academic source (not Wikipedia). Also include your five laws in a word document and upload this page under the assignments tool for your grade before April 23rd, 5:00 p.m.

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Class Schedule:

Some changes in this schedule may occur based on opportunities and obstacles that we may encounter. Any changes will be announced in Blackboard. It is your responsibility to stay up-to-date with the schedule.

Week 1: January 19-24

- Meeting: Jan 23, HDB 309, 1-3:50 p.m.
- Movies: TBA
- Glenn, Unequal Freedom, 1-55

Week 2: January 25-31
• Glenn, Unequal Freedom, 56-143
• Greene & Lidinsky, From Inquiry to Academic Writing, 1-46
• Discussion Board Posting #1: (due Wednesday 10 p.m.) & 2 Responses (due Friday 10 p.m.) & Final Response (Sunday, noon CST)

Week 3: February 1-7

• Glenn, Unequal Freedom, 144-266
• Greene & Lidinsky, From Inquiry to Academic Writing, 47-81
• Discussion Board Posting #2: (due Wednesday 10 p.m.) & 2 Responses (due Friday 10 p.m.) & Final Response (Sunday, noon CST)

Week 4: February 8-14

• Anzaldúa, (ed), Making Face, Making Soul, 1-96
• Greene & Lidinsky, From Inquiry to Academic Writing, 125-163
• Discussion Board Posting #3: (due Wednesday 10 p.m.) & 2 Responses (due Friday 10 p.m.) & Final Response (Sunday, noon CST)

Week 5: February 15-21

• Anzaldúa, (ed), Making Face, Making Soul, 297-390
• Greene & Lidinsky, From Inquiry to Academic Writing, 293-353
• Discussion Board Posting #4: (due Wednesday 10 p.m.) & 2 Responses (due Friday 10 p.m.) & Final Response (Sunday, noon CST)

Week 6: February 22-28

• Anzaldúa & Keating, (ed) This Bridge We Call Home, 1-191
• Discussion Board Posting #5: (due Wednesday 10 p.m.) & 2 Responses (due Friday 10 p.m.) & Final Response (Sunday, noon CST)

Week 7: March 1-7

• Anzaldúa & Keating, (ed) This Bridge We Call Home, 192-295
• Due: Outline for Mid-term Reflection Paper

Week 8: March 8-14

• Due: Mid-term Reflection Paper (post on Blackboard under midterm thread)

Week 9: March 15-21

• Spring Break
Week 10: March 22-28

- Masequesmay & Metzger, (ed) *Embodying Asian/American Sexualities*, 1-88
- **Discussion Board Posting #6**: (due Wednesday 10 p.m.) & 2 Responses (due Friday 10 p.m.) & Final Response (Sunday, noon CST)

Week 11: March 29-April 4

- Masequesmay & Metzger, (ed) *Embodying Asian/American Sexualities*, 89-176
- **Discussion Board Posting #7**: (due Wednesday 10 p.m.) & 2 Responses (due Friday 10 p.m.) & Final Response (Sunday, noon CST)

Week 12: April 5-11

- Marx, *Making Race and Nation*, 1-80
- **Discussion Board Posting #8**: (due Wednesday 10 p.m.) & 2 Responses (due Friday 10 p.m.) & Final Response (Sunday, noon CST)

Week 13: April 12-18

- Marx, *Making Race and Nation*, 81-190
- **Discussion Board Posting #9**: (due Wednesday 10 p.m.) & 2 Responses (due Friday 10 p.m.) & Final Response (Sunday, noon CST)

Week 14: April 19-25

- **Wikis**: Due April 23, 5:00 p.m.
- **Meeting**: HDB April 24, 1-3:50 p.m.
- **Movies**: TBA
- Marx, *Making Race and Nation*, 191-278

Week 15: April 26-May 2

- Zarembka, *The Pigment of Your Imagination*, xi-158
- **Discussion Board Posting #10**: (due Wednesday 10 p.m.) & 2 Responses (due Friday 10 p.m.) & Final Response (Sunday, noon CST)

Week 16: May 3-9

- Zarembka, *The Pigment of Your Imagination*, 159-298
- **DUE**: *Outline for Final Reflection Paper*
Week 17: May 9-14

DUE: *Final Reflection Paper* (post on Blackboard under final thread)