

AFRAM 035, ASAME 035, NATAM 035, M/LAT 035

Women of Color / Womxn of Color*

*This course is unofficially titled Womxn of Color. The spelling of “womxn” is a more inclusive, progressive term that includes trans-women and gender-expansive women, while showing womxn are not an extension of men.

INSTRUCTOR: Bianca Mabute-Louie

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Laney College Dual Enrollment: Madison Park Academy

Spring 2019

Tuesdays/Fridays 1:35-3:00pm

Location: Portable 42

Office Hours: 3-4pm Tuesdays and by appointment.

Digital Office Hours via Google Hangout: By appointment only.

COURSE DESCRIPTION: This course is an interdisciplinary examination of the HERstories, struggles, and power of Women of Color through the study of personal essays, theories, literature, poetry, film, visual art, music, history, and other genres. Using identity, power and oppression, and resistance and liberation as theoretical frameworks, we will critically interrogate the diverse and interconnected struggles and identities related to the social categories of gender, sexuality, immigration, race, class, and culture among Women of Color.

Our focus is to understand the complex narratives, oppressions, and resilience of Native American/Indigenous women, Chicana/Latina women, African American/Black women, Asian American/Pacific Islander women, Arab/Arab American women, trans womxn, and multiracial women as individuals and as members of different communities. This course is structured into three units: 1) Women of Color Stories, 2) Women of Color Theories, and 3) Women of Color Activism. Throughout the course, we will emphasize identity, healing, movement building, and transformation on personal, collective, and institutional levels.

Note, Laney does not discriminate on the basis of age, race, color, sex, gender, sexual orientation, national origin, or disability.

COURSE OBJECTIVES:

- Examine the significance of categories of race, gender, class, ethnicity, sexuality, and culture in the lives of women of color, and analyze the intersectional dimensions of these categories.
- Analyze oppressions and resistance movements of African American, Asian American, Chicana/Latina, Native American, Arab, and trans women through an intersectional lens.
- Identify strategies and solutions by women of color to address social problems and pursue solidarity, healing, and liberation.
- Apply course activities, readings, discussions, and content to students' identities, communities, and current socio-political issues.
- Develop critical thinking, writing, and presentation skills.
- Practice deep listening, truthful speaking, and contemplative practices as a way to enhance knowledge about, and love toward, ourselves and each other.

STUDENT LEARNING OUTCOMES:

- Analyze the role of social location and power in the production and circulation of ideas, histories, representations, and other forms of knowledge in relation to women of color.
- Identify the diverse critiques and strategies of resistance employed by women of color against oppressive forces and ideologies.
- Examine feminist theories espoused by leading woman of color scholars and activists.
- Examine the ways Women of Color are impacted by the intersecting social categories of race, ethnicity, citizenship, class, gender identity, sexuality, age, religion, and ability through speaking, writing, and listening.

REQUIRED ONLINE PLATFORMS & MATERIALS FOR THE COURSE:

- Regularly access Jupiter for announcements, readings, and assignments
- While you are not required to have a gmail account, you are encouraged to have one for this class. We will be using Google Presentations for our Group Projects and Google Hangout for office hours.
- Materials: journal (provided by MPA) and folder (to keep track of worksheets)

CLASSROOM ENROLLMENT:

- During the first two weeks of the semester, students who are absent will be dropped from the class. After week 1, students will need add codes to add to the class.
- To drop the class, you **MUST** talk to Annie Hatch to undergo the process. The last day you can drop this class without receiving a W on your transcript is **Friday, February 1.**
- If I drop a student from my roster the decision is final.

- It is the student's responsibility to withdraw from the class according to Peralta academic deadlines and protocol. Non-attendance does not automatically mean that you have dropped a class.
- To withdraw from the class, you **MUST** talk to Annie Hatch to undergo the process. The last day to withdraw from this course with a W is **Thursday, April 26**.
- Students are eligible to request an Incomplete from the instructor only under extraordinary documented emergency circumstances that arise within the last two weeks of the semester. Students are only eligible if at least the majority of their class work has been completed throughout the semester and they have a passing grade.

CLASSROOM ATTENDANCE:

- You are expected to get to class on time and stay until the end of class. Arriving late and leaving early disrupts the rest of class. You will be marked absent and not given participation credit if you are more than 10 minutes late or if you leave early. The attendance sign-up sheet will only be circulated at the beginning of class.
- **Absences, tardiness, and leaving early are NOT excused unless you clear it with the instructor beforehand or bring proof of an emergency.** Let me know ahead of time if you know you have to miss class. Emailing me or telling a friend 30 minutes before does not excuse your absence.
- If you do miss class, you are responsible for obtaining class notes, films, missed assignments and information from your classmates and make sure you are prepared for the following class meeting. Before you ask the instructor about what you missed, please contact your classmates and check canvas.
- If you have more than 3 unexcused absences and tardies, you must meet with Bianca during office hours. If you have more than four unexcused absences, the instructor has the right to drop the student from their course roster.

CLASSROOM DECORUM:

- This is a social justice oriented class. Sexist, racist, homophobic and xenophobic commentary and behavior will not be tolerated.
- I don't mind if you eat in class, but just be respectful of other classmates and pick up after yourself.
- Please turn off ALL phones, ipods, and other electronic devices before coming into class (exceptions for parents and or students with sick loved ones who clear use with instructor). Laptops are not allowed unless cleared with the instructor.
- Please do not start packing up your things early at the end of class, wait until we are finished.

- All members of this class have the right to academic freedom. Everyone will respect the rights of others in this class to express their points of view. While it is fine to disagree and challenge one another's ideas, we will all be respectful.
- Practice Step Up/Step Back, meaning if you have tendency to talk a lot create space for others to speak. If your more quiet, push yourself to speak up more often.
- Come ready to engage and have fun!

CLASS INSTAGRAM ACCOUNT: We will utilize social media to upload certain assignments on a shared instagram account for the class. All students are expected to post when assigned. All students will use the class instagram handle and password, and initial all of their posts so the professor can identify each student's work.

ALLOWED	NOT ALLOWED
<ul style="list-style-type: none"> ● Posting when assigned. ● Sharing posts with friends and family to share about class work and progress. 	<ul style="list-style-type: none"> ● Lewd, inappropriate, racist/sexist/homophobic bullying, posts, comments, direct messages, and followings are banned and will warrant disciplinary action. ● Sharing class instagram handle and password with people outside of the class. ● Using class instagram account for personal reasons. ● General posting, commenting, following, and direct messaging. The account is for class assignments and purposes ONLY.

ACADEMIC HONESTY AND PLAGIARISM: Plagiarism is the act of taking words, ideas, or research of another person and putting them forward without citation as if they were your own. This includes direct copying of any source without citation, copying part of a source with minor changes, submitting work as one's own that has been prepared by someone else, paraphrasing someone else's ideas without acknowledgment. All work that you do for this class must come from you and you alone. I use computer programs to check that my students don't plagiarize. If you plagiarize in this course, you will be given an F. All cases of academic dishonesty will be dealt with as outlined by Laney Community College Policies and Procedures outlined in the Laney College Catalogue.

Examples of Plagiarism Include:

- Copying a quiz, assignment, or paper from a classmate or former student
- Copying and pasting passages from the Internet or an article.
- Claiming another scholar's ideas as your own.
- Inserting sentences or paragraphs from a book or article into your paper without properly citing them.
- If you need more information, here is site that defines plagiarism and tells you how NOT to do it: <http://www.indiana.edu/%7Ewts/pamphlets/plagiarism.shtml>

TURNING IN ASSIGNMENTS:

- All readings are due on the date they are listed.
- All homework worksheets are due **AT THE START** of class.
- All social media Instagram assignments are due **BEFORE** you come to class.
- All Oral Herstory Assignments (interview questions, interview notes, CAR sheet, paper, and reflection worksheet) are due via **EMAIL AND HARD COPY AT THE START OF CLASS**. Refer to **COURSE SCHEDULE** for due dates.

POLICY ON LATE ASSIGNMENTS: ALL assignment due dates are noted in the **COURSE SCHEDULE** below. I will not accept late assignments. Extensions and exceptions are only accepted under extreme emergency cases, with advance notice and proof of emergency.

REQUIRED TEXTS:

Khan-Cullors, Patrisse and Asha Bandele. [When They Call You a Terrorist](#).
Articles on Jupiter.

EXTRA CREDIT OPPORTUNITIES:

- Attend Bianca's office hours for 1-1 meeting.
- Assignment-related class instagram posts (TBA).

GRADING:

Summary

15%	Participation
10%	Journals & Note-Taking
10%	Individual and Group Assignments
5%	Life Soundtrack Presentation
5%	Unit 1 Quiz
5%	Unit 2 Quiz
35%	Oral Herstory Project
15%	Scholar Activist Group Project

15% PARTICIPATION

- Active participation is expected from each student. No passive participation – everyone is expected to verbally and creatively contribute during each class session!

PARTICIPATION 😊	PARTICIPATION 😞
<ul style="list-style-type: none"> ● Come to class prepared, having critically and closely read, watched, and listened to all course assignments. ● Share thoughts and feelings about readings and lectures. ● Respond to, question, and politely challenge classmates. ● Connect the day's readings to previous topics/themes. ● Actively participate in group projects. ● Ask questions. ● Respond to directions in a timely manner. ● Show active listening (eye contact, nodding, ask follow-up questions, etc.) ● Show respect toward yourself and others. ● Advocate for yourself. ● Stay updated on course changes, announcements, and emails. 	<ul style="list-style-type: none"> ● Neglect course assignments. ● Disengage from lectures, discussions, and activities. ● Ignore students and professor. ● Show disrespect and attitude. ● Disengage from group activities. ● Distract others. ● Unresponsive to directions. ● Sleep in class. ● Have phones out. ● Give up easily on yourself and others. ● Fall behind and neglect course changes, announcements, and emails.

10% DAILY JOURNALS & CAR NOTE-TAKING

- In journals, students will reflect and respond to daily questions or quotes from the readings/concepts for the day. Journals will be collected and graded monthly.
- Students will utilize CAR worksheets to take notes on class lectures.

10% INDIVIDUAL AND GROUP ASSIGNMENTS

- Throughout the semester, students will be assigned individual and group assignments to turn in and/or present to the class. This includes social media assignments on the class instagram.

5% LIFE SOUNDTRACK PRESENTATION (Rubric to come)

5% UNIT 1 QUIZ

5% UNIT 2 QUIZ

35% ORAL HERSTORY PROJECT (Rubric to come)

- **BACKGROUND:** Historically, the narratives of women of color in the U.S. have been silenced, overlooked, and marginalized. When documented, women of color life histories are often written by others, adapted, edited, revised, and/or distorted to suit the writer's purposes. The goal of the Oral Herstory Project is to fill in the gaps to document and honor the diversity of women of color experiences. **Each student will conduct a 30-minute interview with a woman of color in their lives or communities, and complete an oral herstory paper on the interview.**
- **2.5% TYPED INTERVIEW QUESTIONS:** Each student will submit 20 open-ended interview questions categorized thematically. You may organize your interview questions around themes such as family relationships, motherhood, historical movements, education, political or civic engagement, beauty, sexuality, community involvement, and professional experiences.
- **2.5% INTERVIEW RECORDING AND NOTES:** Students will audio-record and take notes on their interviews, and show the audio-recording/notes to the professor in class.
- **5% TYPED CAR SHEET:** Students will re-listen to the interview and analyze major themes from the interview using the CAR worksheet.
- **20% ORAL HERSTORY PAPER:** Students will write a 5-page paper to: 1) summarize the main contents of the interview, 2) utilize themes from the class to analyze the interview, and 3) reflect on how they personally relate to the interview.
- **5%: ORAL HERSTORY REFLECTION WORKSHEET:** Students will complete a reflection worksheet to review professors' comments and identify how to improve writing.

15% Scholar Activist Group Project (Rubric to come)

COURSE OUTLINE:

*The course syllabus is a general plan for the course. The professor may announce changes from this course syllabus as the semester progresses.

Date	Unit / Key Concepts	Readings Due
1/22	<ul style="list-style-type: none"> ● Introductions / name tents ● Journals / journal prompt ● Syllabus ● Discussion ● Life Soundtrack rubric and schedule ● Bianca's Life Soundtrack 	
1/25	PD day - No class	
1/29	Unit 1 - Women of Color STORIES Key Concepts: 4 I's of Oppression <ul style="list-style-type: none"> ● Intro CAR worksheets ● Life Soundtrack presentations 	Due: Syllabus scavenger hunt worksheet
2/1	Key Concepts: 4 I's of Oppression <ul style="list-style-type: none"> ● 4 I's skits 	Due: "How much do our stories matter?" worksheet
2/5	Key Concepts: counternarrative, masternarrative, poverty/class <ul style="list-style-type: none"> ● Shero presentation 	<u>When They Call You a Terrorist</u> - Introduction and Ch 1
2/8	Key Concepts: criminalization, school to prison pipeline	<u>When They Call You a Terrorist</u> - Chapter 2-3
2/12	Key Concepts: criminalization of mental health, friendship/solidarity <ul style="list-style-type: none"> ● Intro Oral Herstory Project 	<u>When They Call You a Terrorist</u> - Chapter 4
2/15	Prof. Bianca out In class: IG assignment	
2/19	Key Concepts: queer, chosen family <ul style="list-style-type: none"> ● Oral Herstory interview questions 	Due: choose Oral Herstory Interviewee <u>When They Call You a Terrorist</u> - Chapter 5-6

2/22	<ul style="list-style-type: none"> ● Writing activity ● Review Unit 1 concepts ● Oral Herstory interview tips 	Due: Oral Herstory interview questions <u>When They Call You a Terrorist</u> - Chapter 7
2/26	<ul style="list-style-type: none"> ● UNIT 1 CONCEPTS QUIZ ● Memoir/art project 	
3/1	Unit 2: Women of Color THEORIES Key Concepts: mythical norm, self-love <ul style="list-style-type: none"> ● Shero presentation 	Lorde, Audre. "Age, race, class, and sex: women redefining difference."
3/5	Key Concepts: borderlands, cultural tyranny, mixed-status families <ul style="list-style-type: none"> ● Shero presentation ● "A House Divided by Immigration Status" https://www.npr.org/templates/transcript/transcript.php?storyId=587413503 	Borderlands/La Frontera ch. 1-2
3/8	Key Concepts: marianismo, double standards <ul style="list-style-type: none"> ● Shero presentation ● Oral Herstory CAR sheet / coding 	Due: Oral Herstory interview recording + notes Martinez, Erica Gonzalez. "Dutiful Hijas: Dependency, Power and Guilt."
3/12	Key Concepts: 3 pillars of white supremacy: slavery/capitalism	<u>Incite!</u> - Ch. 6 - Heteropatriarchy and the 3 Pillars of White Supremacy: Rethinking Women of Color Organizing
3/15	Key Concepts: 3 pillars of white supremacy: colonialism/genocide, decolonization, indigenous feminism <ul style="list-style-type: none"> ● Shero presentation ● Ruby Ibarra's US video 	Allen, Paula Gunn. "Who Is Your Mother? The Red Roots of White Feminism." https://www.historyisaweapon.com/defcon1/alleredrootsofwhitefeminism.html
3/19	Key Concepts: 3 pillars of white supremacy: orientalism/war, Arab American feminisms, Muslim ban	Amira Jarmakani. "Arab American Feminism: Mobilizing the Politics of Invisibility." Arab & Arab American Feminisms: Gender, Violence, & Belonging.
3/22	<ul style="list-style-type: none"> ● WOC music activity part 1 	Due: Oral Herstory interview CAR sheet

	<ul style="list-style-type: none"> • Oral Herstory Paper Guidelines 	
3/26	Spring Break	
3/29	Spring Break	
4/2	<p>Prof. Bianca out</p> <p>Key Concepts: Intersectionality</p> <ul style="list-style-type: none"> • Intersectionality case studies 	<p>“How To Do Intersectionality.”</p> <p>www.themaven.net/rinkusen/politics/VMDT82Ef0kKj0pMsNo-ulQ</p>
4/5	<p>Key Concepts: Asian American feminisms</p> <ul style="list-style-type: none"> • Shero presentation 	<p>Louie, Bianca. “Ali Wong and the Glories of Asian Womanhood.”</p> <p>http://thesaltcollective.org/ali-wong-the-glories-of-asian-womanhood/</p> <p>Law, Victoria. “After Abuse and Prison, a Woman Faces Deportation to a Country She’s Never Been To.”</p> <p>https://broadly.vice.com/en_us/article/599z95/after-abuse-and-prison-a-woman-faces-deportation-to-a-country-shes-never-been-to</p> <p>Suggested Reading: “Invisibility Is an Unnatural Disaster: Reflections from an Asian American Woman” in <u>This Bridge Called My Back</u></p>
4/9	Review Unit 2 Concepts	
4/12	<ul style="list-style-type: none"> • UNIT 2 CONCEPTS QUIZ • Oral Herstory writing/citations • WOC Music Project - Part 2 	Due: Bring PRINTED song lyrics by a Woman of Color that connects to any concept from class
4/16	<p>Unit 3: Women of Color ACTIVISM</p> <p>Key Concepts: Reproductive oppression, reproductive justice</p> <ul style="list-style-type: none"> • Intro. Scholar Activist Project 	Patricia Justine, Tumang. “Nasaan ka anak ko? A Queer Filipina-American Feminist’s Tale of Abortion and Self-Recovery,” in <u>Colonize This!</u>
4/19	<p>Prof. Bianca out</p> <p>In class: Watch <i>No Mas Bebes</i></p>	Tina Vasquez, “A Conversation with ‘No Más Bebés’ Filmmakers Virginia Espino and Renee Tajima-Peña,” https://rewire.news/article/2016/02/01/conversation-mas-bebes-filmmakers-virginia-espino-renee-tajima-pena/
4/23	Key Concepts: Reproductive justice	No reading - work on Oral Herstory Paper

	<ul style="list-style-type: none"> ● Debrief film ● Rocky Rivera song 	
4/26	<p>Key Concepts: trans women</p> <ul style="list-style-type: none"> ● Shero presentations (2) ● podcast/reflection questions https://www.wnycstudios.org/story/3-phoebe-and-janet-mo-ck-make-lemonade ● Definitions ● Genderbread worksheet 	Due: Oral Herstory Paper
4/30	<p>Key Concepts: trans women, lgbtq+ school climate</p> <ul style="list-style-type: none"> ● LGBTQ+ school climate ● Theater of the oppressed 	<p>“Transgender Issues” article: https://www.glaad.org/reference/transgender</p>
5/3	<p>Key Concepts: teen dating violence/domestic violence</p> <ul style="list-style-type: none"> ● healthy/unhealthy relationships spectrum ● Shero presentation 	<p>Salaam, Kiini Iburu. “How Sexual Harassment Slaughtered, Then Saved Me.”</p> <p>Page 4-6 https://www.loveisrespect.org/wp-content/uploads/2016/08/highschool-educators-toolkit.pdf</p>
5/7	<p>Key Concepts: teen dating violence/domestic violence, toxic masculinity</p>	<p>Mabute-Louie, Bianca. “Queen Vashti: Identifying and Interrupting Toxic Masculinity.” [forthcoming article]</p> <p>Hooks, Bell. Excerpts from <u>The Will to Change: Men, Masculinity, and Love.</u></p>
5/10	Scholar Activist Group Project	Oakland Young Women of Color 10 Point Platform, Black Panthers 10 Point Platform
5/14	Scholar Activist Group Project	Scholar Activist Group Project
5/17	<p><i>Prof. Bianca out</i></p> <p>Scholar Activist Group Project</p>	
5/21	WOC/LGBTQ+ Panel	<p>Due: Oral Herstory reflection worksheet</p> <p>Speaker bios and prepare questions</p>

5/24	Scholar Activist Presentations	
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