And if we don’t fight
if we don’t resist
if we don’t organize and unify and
get the power to control our own lives
Then we will wear
the exaggerated look of captivity
the stylized look of submission
the bizarre look of suicide
the dehumanized look of fear
and the decomposed look of repression
forever and ever and ever
And there it is

Jayne Cortez
--from “There It Is”

CATALOGUE DESCRIPTION
Explores the contemporary experiences of women of color, as well as the theoretical and practical frameworks of women of color feminisms. Analyses key themes in women of color feminisms, including politics of representation, multiple forms of state and interpersonal violence, intersecting forms of oppression, economic justice, reproductive justice, and strategies of resistance.

COURSE DESCRIPTION
In this course, students will explore the contemporary experiences of women of color, as well as the theoretical and practical frameworks of women of color feminisms. Relying on intersectional analyses, we will explore the meanings and effects of race, ethnicity, class, gender, sexual identity, and national belonging in the lives of women of color. We will analyze key themes in women of color feminisms, including politics of representation, multiple forms of state and interpersonal violence, intersecting forms of oppression, economic justice, reproductive justice, gendered and racialized forms of violence associated with the welfare state, and immigration policies. Through examining structural, systemic, and institutionalized forms of violence against women of color, we will develop an understanding for the ways in which sexism, racism, colonialism, classism, and heterosexism intersect. We will also analyze strategies of resistance and empowerment developed by women of color. Exploring the ways in which women of color in our communities are working for social change will be a central goal of the course.

MEASURABLE STUDENT LEARNING OUTCOMES
As a result of having taken this course, students will be able to:

- explain general concepts and themes in U.S. women of color feminisms.
- understand the category “women of color” as a political identity.
- explain the ways in which women of color have historically been marginalized and/or excluded within the field of women, gender, and sexuality studies studies and mainstream feminist movements, as well as the ways in which women of color have challenged such marginalization.
- analyze the intersections of gender, race, class, sexuality, and nation, and understand the ways in which these socially constructed categories intersect in the writings and experiences of women of color.
- analyze power, particularly in terms of structural and institutionalized forms of oppression.
- analyze the diversity of experiences among women of color and see the ways in which these different experiences have been shaped by specific cultural contexts and social processes.
- analyze the gendered dynamics of racism, racialization, and colonialism from the perspectives of women of color.
- examine issues such as globalization, immigration, militarism, sexual violence, cultural representation, reproductive justice, and state violence from the perspectives of women of color.
- recognize the interconnectedness of movements led by U.S.-based women of color and movements for social justice among women of the global South.

In addition, graduate students will be able to:

- demonstrate writing skills in feminist critical analysis on the interconnectedness of race, gender, class, sexuality, and nation in the experiences of women of color.
- generate their own original research topics in the study of women of color feminisms.

These objectives will be assessed through each student’s participation in class discussion, in-class presentation, and final examination or research paper.

**REQUIRED LEARNING RESOURCES**


All texts are available at OSU’s bookstore. With the exception of the special issue of *Asian American Literary Review* (Donnenberg, et. al., *Mixed Race in a Box*), all texts are on two-hour reserve at the university library. The *Mixed Race in a Box* issue can be special ordered at: [http://aalrmag.org/buy-mixedrace/](http://aalrmag.org/buy-mixedrace/) or you can view it in the WGSS program office. Additional readings will be available on our Blackboard site.

**COURSE REQUIREMENTS AND ASSIGNMENTS**
1. Attendance and Participation (20%)
Students are expected to attend all class meetings and to participate fully in class discussions. The reading load is challenging but manageable, and students are expected to complete all readings. As a student in a feminist class, you are responsible to your classmates as well as to yourself for the success of our joint teaching and learning. You demonstrate your commitment to the class by contributing consistently and respectfully to discussions, and engaging enthusiastically in learning activities. You are expected to come to class prepared to discuss the readings with carefully thought out critical observations, comments, and/or questions. Please note: Women, Gender, and Sexuality Studies has a departmental policy that if a student misses more than the equivalent of two weeks of classes during a ten-week quarter, a letter grade (for the final grade) will be deducted for each additional absence.

2. Facilitated Discussion (20%)
Most class meetings will begin with a short (approximately 30 minutes) collaborative student presentation, engaging and highlighting key themes of the reading assigned for that week, connecting the authors’ arguments with other readings we have discussed, and offering a starting point for our collective analysis. These discussions may include critical comments, comparison/contrast, discussion questions, and/or in-class exercises, and should be respectful of the time limit (no more than 30 minutes). Your notes/presentation slides should be submitted online on the day of your scheduled facilitated discussion, to be shared with the other members of this seminar. You will have the opportunity to select dates for presentations during our first class meeting. Please note that once scheduled, these presentations cannot be rescheduled.

Grades for facilitated discussions will be based on the following rubric, for a total of 100 points:
- explicitly engages key themes in the assigned readings (20 points)
- connecting the readings and/or themes to other readings and/or themes already discussed in class, when relevant (10 points)
- equal and well integrated collaboration (10 points)
- well organized facilitation (20 points)
- engages class in critical discussion and thought (20 points)
- appropriate pedagogical approach (10 points)
- presents within time limits (no more than 30 minutes) (10 points)

3. Review of organizations (20%)
For the course, you should explore the work and objectives of at least three organizations addressing issues specific to women of color communities. (You may do so by exploring their websites and/or other literature, or through discussion or correspondence with their staff or volunteers.) Discuss your findings in a short (approximately 600-800 words) essay, explaining what the organizations do, how they do it, and what effects their work may have on their various constituencies. These reviews are due Friday of Week 5.

3. Final Exam or Research Paper (40%)
For this course, undergraduate students will have a final take-home essay exam, regarding key themes and concepts in our readings, films, and discussions (approximately 8-10 pages). Graduate students are required to complete a final research paper (approximately 15-20 pages), focusing on a topic of your choice, approved in advance by the professor. During the term, graduate students will be asked to turn in project proposals, explaining your plans for this assignment; annotated bibliographies including 10-15 scholarly sources; and drafts to be shared in a peer review process. All papers will be due on our Blackboard site, on Monday of Finals Week. No late final exams or papers will be accepted.

Graduate students will be expected to make a brief (10-15 minutes) presentation based on your final paper during our final class meeting, Monday, June 2.

- Paper Proposals Due Week 4 – Paper Proposals should be 1-3 pages in length, explaining your topic, research questions, and methodological approach (10 points)
• **Annotated Bibliographies** Due Week 6 – Annotated Bibliographies should include brief descriptions of the key sources for your research paper, including at least 10-15 scholarly sources (10 points)
• **Drafts** Due Week 8 – Initial drafts should be approximately 10 pages, including a clear thesis and solid structure for your paper. These drafts will be shared with classmates for a peer review process (20 points)
• **Presentations** during Week 10 – Presentations are to be 10-15 minutes, and may make use of powerpoint, prezi, or another format (10 points)
• **Final Papers** Due Monday of Finals Week – Final Papers should be 15-20 pages in length, and must be submitted via Blackboard (50 points)

**Note on Incompletes**
Incomplete (I) grades are given only in documented emergency cases (usually only for a death in the family, major illness or injury, or birth of a child, etc.), and if the student has completed the majority of the coursework (in other words, everything but the final research paper). If you are having any difficulty that might prevent you completing the coursework, please do not wait until the end of the term; contact the professor immediately.

**Statement Regarding Students with Disabilities**
Our program is fully committed to making our courses accessible to students with (dis)abilities. Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

**Fragrance Free Policy**
In order to ensure the health and safety of students with allergies, asthma, Gulf War Syndrome, Multiple Chemical Sensitivities, immune disorders, and other illnesses, the Women, Gender, and Sexuality Studies Program has a policy that no scented products should be worn in class or in the WGSS office. This includes perfume, cologne, essential oils, aftershave, scented soaps, scented detergents, scented hair products, etc. You can find more information on how to be fragrance free at: [www.peggymunson.com/mcs/fragrancefree.html](http://www.peggymunson.com/mcs/fragrancefree.html)

**Statement on Academic Dishonesty**
Many students do not understand what academic dishonesty is. It is important to become familiar with its different forms and the University's definitions.

At Oregon State University academic dishonesty is defined by the Oregon Administrative Rules 576-015-0020.1.a-c as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* Academic dishonesty includes:

- **CHEATING** - use or attempted use of unauthorized materials, information or study aids or an act of deceit by which a student attempts to misrepresent mastery of academic effort or information. This includes unauthorized copying or collaboration on a test or assignment or using prohibited materials and texts.
- **FABRICATION** - falsification or invention of any information (including falsifying research, inventing or exaggerating data and listing incorrect or fictitious references.
- **ASSISTING** - helping another commit an act of academic dishonesty. This includes paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, or taking a test/doing an assignment for someone else (or allowing someone to do these things for you). It is a violation of Oregon state law to create and offer to sell part or all of an education assignment to another person (ORS 165.114).
- **TAMPERING** - altering or interfering with evaluation instruments and documents.
- **PLAGIARISM** - representing the word or ideas of another person as one's own OR presenting someone else's words, ideas, artistry or data as one's own. This includes copying another person's work (including unpublished
material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project, then submitting it as one's own.

Academic dishonesty cases are handled initially by the academic units (collection of evidence and documentation of incident, meeting with student regarding the situation, determination of responsibility and academic penalty) but will also be referred to the Student Conduct Coordinator for action under the rules. For more information on student conduct, see http://oregonstate.edu/studentconduct/offenses.

In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-005: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_015.html and is subject to sanctions under university policies, OSU Office of Student Conduct.

Finally, students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Student Conduct and Community Standards: http://oregonstate.edu/studentconduct/http%3A/%252Foreignstate.edu/studentconduct/code/index.php#sanctions

**Diversity Statement**
The Women, Gender, and Sexuality Studies Program strives to create an affirming climate for all students, including underrepresented and marginalized individuals and groups. Diversity encompasses differences in gender, race, ethnicity, culture, national origin, citizenship, religion, socioeconomic background, physical or mental ability, veteran status, and sexual identity and/or orientation.

**Religious Holiday Statement**
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

**COURSE SCHEDULE**

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<tr>
<th>Week 1</th>
<th>March 31</th>
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<tr>
<td></td>
<td>• Maythee Rojas, <em>Women of Color and Feminism</em></td>
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<th>Week 2</th>
<th>April 7</th>
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<tr>
<td></td>
<td>• Patricia Hill Collins, <em>Black Feminist Thought</em></td>
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<td>• Patti Duncan, “Outsiders, Interlopers, Ingrates: The Tenuous Position of Women of Color in Women’s Studies” [Bb]</td>
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<th>Week 3</th>
<th>April 14</th>
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<td>• Grace Kyungwon Hong, <em>The Ruptures of American Capital: Women of Color Feminism and the Culture of Immigrant Labor</em></td>
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<th>Week 4</th>
<th>April 21</th>
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<td></td>
<td>• Asian American Literary Review, <em>Mixed Race in a Box</em></td>
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<th>Week 5</th>
<th>April 28</th>
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<td></td>
<td>• Incite! Women of Color Against Violence, <em>Color of Violence</em></td>
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<td>• Qwo-Li Driskill, “Stolen From Our Bodies” [Bb]</td>
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<td>Week 6</td>
<td>May 5</td>
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<td>• Lynn Fujiwara, <em>Mothers Without Citizenship: Asian Immigrant Families and the Consequences of Welfare Reform</em></td>
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<th>Week 7</th>
<th>May 12</th>
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|         | • Elena R. Gutierrez, *Fertile Matters: The Politics of Mexican-Origin Women’s Reproduction*  
|         | • Patti Duncan, “Hot Commodities, Cheap Labor: Women of Color in the Academy” [Bb] |

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<th>Week 8</th>
<th>May 19</th>
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|         | • Inderpal Grewal, *Transnational America: Feminisms, Diasporas, Neoliberalisms*  
|         | • Nana Osei-Kofi, “American Girls: Breaking Free” [Bb] |

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<tr>
<th>Week 9</th>
<th>May 26</th>
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<td>No Class (Memorial Day)</td>
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<th>Week 10</th>
<th>June 2</th>
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<td>Final Research Presentations</td>
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