

Women of Color (SOC 4364.600)

Texas A&M San Antonio, Spring 2024

Tuesdays and Thursdays (2:00-3:15pm), Online Synchronous

Instructor: Dr. Sarah Pollock
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Preferred pronouns: she/her

Office Hours: virtual, by appointment

This syllabus contains policies and expectations I have established for this course. Please read the entire syllabus carefully and refer to it regularly throughout the semester.

Course Description

This course centers the sociological scholarship by and heterogeneous experiences of women of color in the United States. Using an intersectional approach, we will examine the complex intersections of gender, race, ethnicity, citizenship, and other identities and social statuses in various socio-historical contexts. We will evaluate theoretical and epistemological approaches to studying systems of domination that shape the experiences of (and are resisted by) various groups of women. Students are encouraged to develop a critical understanding of topics affecting women of color such as the following: the politics of identity and belonging; structural inequalities affecting reproductive justice, education, work, and families; and activism and political representation.

Pedagogical Approach

I am here to facilitate your getting the most out of our course. I will prioritize supporting you compassionately as we navigate the semester while simultaneously maintaining high standards and expectations. In that light, please communicate with me regularly about any barriers you are facing and how we can work together to achieve what you want to accomplish.

This class uses an **active, team-based learning approach**. This means that you will be assigned to a team with which you will work throughout the semester on in-class activities and assignments. Team-based learning enhances learning and accountability, enhances the quality of class discussion, and fosters student collaboration and integration. Students in team-based learning classes say they get a lot more out of the course and develop lasting friendships. Active learning shifts the dynamic of the classroom from one where I lecture and you passively learn, to one where you are expected to actively engage with the course material and focus on how it can be applied to enhance your sociological understanding of society and social issues. Team-based learning facilitates the development of skills such as collaboration, creativity, critical thinking, and communication (these are 21st century skills that are necessary regardless of what you end up doing after college).

Course Catalogue Description

SOCI 4364. Women of Color. 3(3-0) In this class students will explore the complex patterns of identity and social status based on the intersection of race, ethnicity, and citizenship and the lingering influences of history. Prerequisite(s): Junior standing and SOCI 1301, SOCI 1306, or ENGL 1302. TSI Restriction(s): Reading, Math, and Writing

Course Objectives

- Evaluate sociological theories and epistemological approaches to studying the intersections of gender, race, ethnicity, and other identities
- Apply theories and concepts to analyze systems of domination, structural violence, the processes that maintain social inequalities, and the politics of identity/belonging
- Situate and sociologically analyze the experiences of women of color in various sociohistorical contexts
- Evaluate current social problems and inequalities and examine the strategies of politicians and activists aiming to ameliorate social conditions for women of color
- Develop conclusions supported by empirical evidence and effectively communicate them orally and in writing
- Improve reading, research, and writing (synthesis, citation, and revising) skills appropriate to the discipline of Sociology

Required Readings and Materials

No required textbooks. All readings and course materials will be available on Blackboard.

Required Readings

Required readings and materials are indicated on Blackboard under the week they are due. You should plan to finish the assigned material (readings, videos, etc.) early in the week so that you are able to complete the assignments. Be prepared to critically discuss topics addressed in the material in relation to the lectures and be able to accurately explain the materials' main points. I recommend taking notes as you read/watch and have them available to help you participate in discussion and activities.

We will be reading both secondary sources as well as original works. Original works (such as research articles) often take more time and effort to read, so it is a good idea to plan ahead and give yourself plenty of time for reading. You can expect approximately 30-60 pages of reading per week.

Required Videos

Some lectures may be recorded and posted on Blackboard. I also post the PowerPoint slides from the lecture videos on Blackboard. Additional video links will be posted on Blackboard.

Class Notes

I post our class PowerPoint slides on Blackboard under the corresponding week. I recommend that you use a printed or electronic copy to facilitate your notetaking.

Guiding Questions

Guiding Questions are designed to help you focus on the "big ideas" covered in the thematic section of the course. Before we begin each section, I recommend reviewing the Guiding Questions and keeping them in mind as you read the chapters, watch the videos, and complete the assignments. By the end of

each section of the course, your main goal is to understand the material well enough to answer all the Guiding Questions with supporting evidence from the readings, videos, discussion, etc.

Teams

Team-based learning shifts the dynamic of the classroom from one where I lecture and you passively learn, to one where you all work together in teams to actively learn the materials. Team-based learning facilitates the development of skills such as collaboration, creativity, critical thinking, and communication (these are 21st century skills that are necessary regardless of what you end up doing after college!).

Communication Plan

- I will post announcements and updates on Blackboard. Check these multiples times a week.
- Email is the best way to get in touch with me (spollock@tamusa.edu). I try to reply within 48 hours of receiving email.
- Please use your university email address and specify which course and section you are taking with me.
- Reach out with questions or concerns: communication is key!

Pace of Course

- This course is a 3-credit course and therefore requires a minimum of 40 hours of instruction over the course of the semester. Therefore, you should plan to dedicate at least 2.5 hours per week to class meetings. You will need to set aside additional time for reading, working on assignments, etc.
- What does that mean for you? The following tips can help you be successful:
 - If possible, try to organize your schedule and other obligations so that you have dedicated blocks of time reserved to work on our coursework.
 - Use a reliable system for keeping track of course responsibilities (both suggested and required due dates) such as a planner/calendar, reminders on your phone, to do lists, etc.
 - Plan your time so that you can complete readings and assignments before the deadlines and ask questions well ahead of due dates.
 - Spread your work out over multiple days so that you aren't doing everything last minute; this strategy is helpful for managing stress and will improve the quality of your work.
 - Communicate with me immediately if you are having trouble with the pace of the course so that we can work together to figure out a solution.

Graded Components

Components	Percentage	Letter Grade Calculation*
Team Discussion Board Learning Check Assignments	40	A = 100 to 90
Literature Review Steps and Final Paper Outline	40	B = 89.9 to 80
Virtual Meeting Attendance	5	C = 79.9 to 70
Engagement	15	D = 69.9 to 60
Total	100	F = Below 60

** I do not round up grades or negotiate grades at the end of the semester.*

“How will I be assessed in this course?”*

This course focuses on qualitative rather than quantitative assessment. I will provide feedback on your assignments in the form of comments, questions, and suggestions to engage your work rather than simply evaluate it.

Some assignments will be only be evaluated for completion. In the gradebook, I will mark your work as “complete,” “incomplete,” or “not submitted” instead of assigning a score, letter grade, or percentage to each assignment that you submit. “Complete” means that you have satisfied all of the assignment requirements. If you receive an “incomplete” you should review the instructions and any feedback and then make adjustments for the next assignment (do not resubmit your work).

The intent of this approach to evaluation is to center the learning process, the development of critical thinking and skills that are meaningful and useful to your career, and the practice of self-assessment, rather than on grades. Although you will get a final grade at the end of the term, it will be based on a combination of factors including your progress over the course of the semester, consistency and/or improvement in the quality of your work, responsiveness to feedback, and your self-assessments.

Note: If this process causes more anxiety than it alleviates, please feel free to set up a meeting with me to discuss your progress in the course to date. If you are worried about your grade, your best strategy should be to join the discussions, do the reading, and thoroughly complete all components of the assignments. I intend for this course to be a “busywork-free zone.” If an assignment does not feel productive, we can find ways to modify, remix, or repurpose the instructions.

*This description is modified from Stommel, Jesse. 2020. “How to Ungrade.” Pp. 25-41 in *UNgrading: Why Rating Students Undermines Learning (and What to Do Instead)*, edited by Susan D. Blum. Morgantown: West Virginia University Press.

Team Discussion Board Learning Check Assignments

The objective of this assignment is to help you identify the key ideas and main themes of the readings in relation to the guiding questions for the course, as well as to practice reading peer-reviewed, scholarly journal articles and synthesizing multiple sources of information. This assignment is also an opportunity to show that you have read, watched, and critically engaged with the course material. Furthermore, it helps you engage with your peers, prepare for and contribute to class discussion, and practice citing evidence in written assignments.

Each assignment has instructions and prompts posted on Blackboard. Post your responses to the prompts on your Team Discussion Board on Blackboard by the due date. Responses to the prompts should be thorough, supported by evidence from the course material (readings, videos, etc.), and appropriate for your classmates to read. Edit your work to correct for grammar, spelling, and clarity issues before posting.

Literature Review Paper Outline

The objectives of this assignment are: (1) to practice identifying a research topic and scholarly journal articles about a specific research question, (2) to demonstrate your ability to identify key ideas and arguments in scholarly articles related to the research topic, and (3) to practice synthesizing scholarly research findings in a literature review paper outline. These skills are useful for any situation in which

you want to research a topic and organize the information you find, whether it is for an academic paper or when you are pursuing your interests outside of class. The literature review paper outline is broken down into smaller steps, as follows:

- Step 1) Identify your research topic, question, and one scholarly article (due Week 3)
- Step 2) Identify possible scholarly articles about research topic and write practice citations and annotations (multiple weeks throughout the semester)
- Step 3) Learn about literature reviews, create an Evidence Matrix, and Q&A (Week 8)
- Step 4) Submit a draft for your literature review paper outline (due Week 11) and give/receive peer feedback (Week 12)
- Step 5) Submit the final literature review paper outline (due Finals Week)

You will upload each step of the literature review paper to Blackboard. Further instructions will be provided on Blackboard.

Final Literature Review Paper Outline Requirements:

- *Sources*: at minimum 8 scholarly, peer-reviewed journal articles
 - You are encouraged to use scholarly articles from our class (these may count toward your total number of required articles)
 - Book chapters, news articles, reports, and other publications may be referenced sparingly but do not count toward your required number of journal articles
- *Length*: at minimum 4 pages for the body of the paper outline, not including references list or other pages (Times New Roman font, double-spaced, 12-point font, 1-inch margins, etc.); no credit will be given for papers that do not meet the length requirement
- *Citations*: utilize ASA in-text citations and include a References List in ASA citation style at the end of your paper
- *Organization*: organized thematically by topic, synthesis of multiple articles within each thematic section

Submission Policy

Submit all your work on Blackboard. It is your responsibility to ensure that it is submitted successfully. Late work is not accepted for credit and there are no make-ups UNLESS you receive written permission from me before the due date or within 24 hours following it. If you receive written permission from me to submit late work, I may mark your work as incomplete (partial credit).

Attendance and Engagement

Attendance

We will be meeting **virtually** on Zoom twice per week on **Tuesdays and Thursdays from 2:00-3:15pm**. Links to the meetings will be posted on Blackboard. These meetings are required: I will be taking attendance.

Do not schedule work during our class meeting time. Failure to attend and/or participate in class meetings will have consequences on your course grade; missing more than half of the class meetings (either by lack of attendance or participation) will automatically result in failing the course.

If you are unable to attend a meeting (internet issues, family and/or work obligations, etc.), you do not need to show me documentation for your absence, but you do need to communicate with me beforehand or within 24 hours of the missed virtual meeting. I may require you to set up a virtual one-on-one meeting with me at another time.

Engagement

Engagement during our virtual class meetings means being attentive and engaged, respecting your peers and professor, and contributing substantively to class and team discussions. The more involvement and differing opinions raised in class, the better! If you feel that a perspective or position is not being adequately addressed, you are encouraged to introduce it as a topic for an academic discussion. Keep in mind that the purpose of this class is to learn about and apply a critical, academic, sociological perspective.

To receive full credit for engagement, you must join the virtual class meeting on time and stay for the entire meeting, regularly participate in discussion and activities, pay attention, and demonstrate your engagement with the readings and the subject matter. If, for any reason, you are hesitant to speak up or participate using the chat feature in meetings, please discuss this with me at the *beginning* of the semester. To strengthen the sense that we belong to a community of learners, I encourage you to have your video turned on and to contribute to the class discussion through both your microphone as well as the chat.

Engagement on Team Discussion Boards means that you post by the due date and write substantive responses to other people's posts that address the prompts, demonstrate your familiarity with and understanding of the readings, and are edited for spelling/grammar/clarity. In other words, posts should consist of thoughtful comments, questions, and suggestions (do not just write, "I agree" or "This was interesting."). Your responses should be conversational (try to initiate a dialogue).

Weekly Discussion Leaders: each team will join Dr. Sarah in leading the conversation (typically on Thursdays) about the course materials for the weeks that your team is assigned. What can you do to prepare?

- Familiarize yourself with all of the assigned readings and materials for the week.
- Prepare possible open-ended discussion questions.
- Identify relevant applications of ideas from the week, such as news articles, media, data, current events, your experiences, etc. that we can discuss in relation to the course material.
- You do not need to prepare a presentation or visuals, but it is helpful to have notes for yourself on the readings and your discussion questions. You can also bring links to websites you want to share with the class.

Course Outline

(subject to adjustment)

Week 1 (starting 1/16): Introduction and Framing the Course (Biocultural Construction and Feminist Theories)

Introduction to Week's Theme:

- This week, we will begin by examining how social scientists think about race, ethnicity, and gender as biocultural constructions.
- We will also begin examining the theoretical and epistemological bases for how sociologists think about the intersection of gender and race/ethnicity. In other words, what scientific explanations do we have for how gender and race/ethnicity simultaneously shape our lives?

Guiding Questions:

- What does it mean to think sociologically about gender and race/ethnicity?
- What theoretical and epistemological approaches have guided sociological research on gender and race/ethnicity?

Required Reading:

- Weber, Lynn. 2009. "Chapter 1: Defining Contested Concepts." in *Race, Gender, Sexuality, & Social Class: Dimensions of Inequality*, edited by S. J. Ferguson.

Assignments:

- Team Discussion Board Introduction post
- Team Discussion Board two responses to teammates

Week 2 (starting 1/22): Digging Deeper (Early Feminist Epistemology)

Introduction to Week's Theme:

- This week, we are continuing to examine the theoretical and epistemological bases for how sociologists think about the intersection of gender and race/ethnicity. In other words, what scientific explanations do we have for how gender and race/ethnicity simultaneously shape our lives? How do we, as social scientists and theorists, produce knowledge and how do we know what we know? We will also be examining how feminist scholars have challenged and changed theoretical and epistemological approaches.

Guiding Questions:

- What theoretical and epistemological approaches have guided sociological research on gender and race/ethnicity?
- What are the critiques and changes to theoretical and epistemological approaches over time? Specifically, how does the concept of "situated knowledge" revise the concept of "standpoint theory"? Why are these critiques and changes important?

Required Reading and Materials:

- Andrews, Abigail. 2018. "Chapter 2: Position." in *The Social Life of Gender*, edited by R. Ray, J.

Carlson, and A. Andrews. Thousand Oaks: SAGE Publications.

- “Kim TallBear on Situated Knowledges” (2018): <https://vimeo.com/286431876>

Optional Reading:

- Bowell, Tracy. “Feminist Standpoint Theory” in *The Internet Encyclopedia of Philosophy*. <https://iep.utm.edu/fem-stan/>
- Haraway, Donna. 1988. “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective.” *Feminist Studies* 14(3):575-599.

Assignments:

- Team Discussion Board Learning Check Assignment on Early Feminist Theories and Epistemology post
- Team Discussion Board response to teammate

Week 3 (starting 1/29): Digging Deeper (Problematizing Early Feminist Theories)

Introduction to Week’s Theme:

- This week, we are examining the problems with early feminist theories and epistemologies. We will discuss how feminist scholars have challenged and changed these approaches to produce more accurate and inclusive knowledge.

Guiding Questions:

- What theoretical and epistemological approaches have guided sociological research on gender and race/ethnicity?
- What are the critiques and changes to theoretical and epistemological approaches over time? Why are these critiques and changes important?

Required Reading:

- hooks, bell. 1984. *Feminist Theory: From Margin to Center*. (Chapter 1)
- Collins, Patricia Hill. 2009. *Black Feminist Thought*. (Chapter 2)

Assignments:

- Team Discussion Board Learning Check Assignment on Research Topic, Questions, and Research Article
- Team Discussion Board response to teammate

Week 4 (starting 2/5): Digging Deeper (Matrix of Domination/Oppression and Intersectionality)

Introduction to Week’s Theme:

- This week, we will focus on systemic oppressions, the matrix of domination/oppression, and the utility of taking an intersectional approach when studying the experiences of women on color.

Guiding Questions:

- What is the matrix of domination/oppression and what does it mean to take an intersectional approach? What problems in earlier theories does this approach attempt to solve?

Required Reading and Materials:

- Baca Zinn and Enid Zambrana. 2019. "Chicanas/Latinas Advance Intersectional Thought and Practice." *Gender & Society* 33(5):677-701.
- Crenshaw, Kimberlé. 2016. Lecture: "The Urgency of Intersectionality." https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality/transcript?language=en

Optional Reading:

- Collins, Patricia Hill. 1993. "Toward a New Vision of Race, Class, and Gender as Categories of Analysis and Connection." *Race, Sex & Class* 1(1):25-45.
- Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43(6):1241-1299.

Assignments:

- Weekly discussion leaders: Team 1
- Team Discussion Board Learning Check Assignment on Problematizing Early Feminist Theories post
- Team Discussion Board response to teammate

Week 5 (starting 2/12): Digging Deeper (Beyond Dualisms)

Introduction to Week's Theme:

- This week, we are examining alternative ideologies and frameworks for thinking about and studying our positionality and experiences. We will also begin to think about how to decolonize ways of knowing.

Guiding Questions:

- What are the critiques and changes to theoretical and epistemological approaches that Anzaldúa and Kimmerer introduce? Why are these critiques and changes important?

Required Reading:

- Anzaldúa, Gloria. 1999. "Chapter 7: La Conciencia de la Mestiza: Towards a New Consciousness." in *Borderlands/La Frontera: The New Mestiza*.
- Tonino, Leath. 2016. "Two Ways of Knowing: Robin Wall Kimmerer on Scientific and Native American Views of the Natural World." <https://www.thesunmagazine.org/issues/484/two-ways-of-knowing>

Optional Materials:

- Interview with Dr. Andrea J. Pitts on their book *Nos/Otras: Gloria Anzaldúa, Multiplicitous Agency, and Resistance*: <https://newbooksnetwork.com/nos-otras-gloria-e-anzald%C3%BAa-multiplicitous-agency-and-resistance>

- Watts, Vanessa. 2013. "Indigenous Place-Thought & Agency amongst Humans and Non-Humans (First Woman and Sky Woman Go on a European World Tour!)." *Decolonization: Indigeneity, Education & Society* 2(1):20-34.

Assignments:

- Weekly discussion leaders: Team 2
- Literature Review Annotations: Assignment 1

Week 6 (starting 2/19): Politics of Identity and Belonging (Genetics and Decolonization)

Introduction to Week's Theme:

- This week, we are examining the politics of identity and belonging. We will discuss the bases for identity claims and how histories of colonization have shaped the politics of identity and belonging.

Guiding Questions:

- How does the history of colonization affect identity and how can we decolonize knowledge?
- Who gets to decide who belongs to an identity group?
- What are critiques by researchers about using genetics to tell us who we are?

Required Reading and Materials:

- Arvin, Maile, Eve Tuck, and Angie Morrill. 2013. "Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy." *Feminist Formations* 25(1):8-34.
- Wilbur, Matika, Desi Small-Rodriguez, and Adrienne Keene. 2019. "Can A DNA test make me Native American?" March 12 in *All My Relations Podcast*, podcast, 4.
<https://www.allmyrelationspodcast.com/podcast/episode/33235119/ep-4-can-a-dna-test-make-me-native-american> listen to the podcast OR read the transcript (pdf)

Optional Materials:

- Cox, Alicia. "Settler Colonialism." Oxford Bibliographies, 26 July 2017, <https://www.oxfordbibliographies.com/view/document/obo-9780190221911/obo-9780190221911-0029.xml>
- Gonzalez, Angela A. and Judy Kertész. 2020. "Indigenous Identity, Being, and Belonging." *Contexts* 19(3):28-33.
- O'Dowd, Mary Frances, and Robyn Heckenberg. "Explainer: what is decolonisation?" *The Conversation*, 22 June 2020, <https://theconversation.com/explainer-what-is-decolonisation-131455>
- Roberts, Dorothy. 2012. Lecture: "Race, Gender, and the New Biocitizen." <https://bcrw.barnard.edu/videos/dorothy-roberts-race-gender-and-the-new-biocitizen/>
- TallBear, Kim. 2013. "Genomic Articulations of Indigeneity." *Social Studies of Science* 43(4):509-533.

Assignments:

- Weekly discussion leaders: Team 3
- Literature Review Annotations: Assignment 2

Week 7 (starting 2/26): Politics of Identity and Belonging (Labels and Systems of Classification)

Introduction to Week's Theme:

- This week, we will extend the theme from last week to further problematize identity labels and systems of classification.

Guiding Questions:

- What are some of the benefits and drawbacks of identity labels and systems of classification? (In other words, what social benefits and problems arise around claims to identity/belonging?)

Required Reading (choose ONE of the following):

- Flores, Juan and Miriam Jimenez Roman. 2009. "Triple-Consciousness? Approaches to Afro-Latino Culture in the United States." *Latin America and Caribbean Ethnic Studies* 4(3):319-328.
- Vasquez, Jessica M. 2010. "Blurred Borders for Some but Not 'Others': Racialization, 'Flexible Ethnicity', Gender, and Third-Generation Mexican American Identity." *Sociological Perspectives* 53(1):45-72.

Optional Reading:

- "About One-in-Four U.S. Hispanics Have Heard of Latinx, but Just 3% Use It" <https://www.pewresearch.org/hispanic/2020/08/11/about-one-in-four-u-s-hispanics-have-heard-of-latinx-but-just-3-use-it/>
- "Afro-Latino: A Deeply Rooted Identity among U.S. Hispanics" <https://www.pewresearch.org/fact-tank/2016/03/01/afro-latino-a-deeply-rooted-identity-among-u-s-hispanics/>
- Baddour, Dylan. 2022. "Labeled 'Hispanic'." *Indigenous Affairs, Texas Observer*, July 6. <https://www.texasobserver.org/labeled-hispanic/>
- McGee, Vanesha. 2022. "Latino, Latinx, Hispanic, or Latine? Which Term Should You Use?" *Best Colleges*, September 23. <https://www.bestcolleges.com/blog/hispanic-latino-latinx-latine/>

Assignments:

- Team Discussion Board Learning Check Assignment on Politics of Identity and Belonging post
- Team Discussion Board response to teammate

Week 8 (starting 3/4): Research Week

Introduction to Week's Theme:

- This week, our focus is literature reviews: what they are, how to prepare to write one, and addressing any questions, tips, and concerns you have about this process.

Guiding Questions:

- What is a literature review?

- How are literature reviews organized?
- What are some tips on how to write literature reviews?

Required Reading and Materials:

- What are Literature Reviews? (pdf)
- "Literature Reviews: An Overview"
https://www.youtube.com/watch?v=t2d7y_r65HU&feature=emb_logo

Assignment:

- Literature Review Annotations and Evidence Matrix: Assignment 3

Week 9 (starting 3/11): Spring Break

No classes

Week 10 (starting 3/18): Politics of Identity and Belonging (Applying Intersectionality)

Introduction to Week's Theme:

- This week, we are examining how sociologists have used feminist, intersectional methodologies to better understand and theorize the experiences of women of color.

Guiding Questions:

- What have sociologists learned about the experiences of women of color in the United States because the researchers utilized a feminist, intersectional approach?

Required Reading:

- Gu, Chien-Juh. 2015. "The Gendering of Immigration Studies in the United States." In *At the Center: Feminism, Social Science and Knowledge, Vol 20*, edited by V. Demos and M. T. Segal. Emerald Group Publishing.
- **AND ONE OF THE FOLLOWING:**
 - Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist* 104(3):783-790.
 - Candelario, Ginetta E. B. 2000. "Hair Race-ing: Dominican Beauty Culture and Identity Production." *Meridians: Feminism, Race, Transnationalism* 1(1):128-156.
 - Bailey, Moya and Izetta Autumn Mobley. 2019. "Work in the Intersections: A Black Feminist Disability Framework." *Gender and Society* 33(1):19-40.
 - Pyke, Karen D. and Denise L. Johnson. 2003. "Asian American Women and Racialized Femininities: Doing Gender across Cultural Worlds." *Gender and Society* 17(1):33-53.
 - Chou, Rosalind S. and Joe R. Feagin. 2018. "The Many Costs of Anti-Asian Discrimination." In *Race, Gender, Sexuality, & Social Class: Dimensions of Inequality*, edited by S. J. Ferguson.

Assignments:

- Team Discussion Board Learning Check Assignment on Applying Intersectionality post
- Team Discussion Board response to teammate

Week 11 (starting 3/25): Structural Violence (Reproductive Justice)

Introduction to Week's Theme:

- This week, we are examining structural violence—a concept similar to systemic or sociostructural inequality. Structural violence refers to the kind of violence that occurs when social structures/systems harm people by creating unequal outcomes. Examples of structural violence include gender, racial, health, educational, and economic disparities. For more information: <https://onlinelibrary.wiley.com/doi/10.1002/9781119240716.ch7>
- As you are reading/watching, try to identify how social structures (such as the organization of policies, laws, curriculum, etc.) create or recreate unequal outcomes (such as reproductive inequalities).
- Also pay attention to how people try to fight back against these inequalities and attempt to change the systems that produce structural violence.

Guiding Questions:

- What is structural violence? How does it manifest in reproductive inequalities for women of color?
- What is Reproductive Justice? What social inequalities does it attempt to address?

Required Reading and Materials:

- Roberts, Dorothy E. 2017. Lecture: "Killing the Black Body: A Twenty-Year Retrospective." <https://www.youtube.com/watch?v=IHcjfkVQaQ>
- "Forced Sterilization Policies in the US Targeted Minorities and Those with Disabilities – and Lasted Into the 21st Century" <https://theconversation.com/forced-sterilization-policies-in-the-us-targeted-minorities-and-those-with-disabilities-and-lived-into-the-21st-century-143144>
- "Immigration Detention and Coerced Sterilization: History Tragically Repeats Itself" <https://www.aclu.org/news/immigrants-rights/immigration-detention-and-coerced-sterilization-history-tragically-repeats-itself/>

Optional Materials:

- Structural Violence: <https://onlinelibrary.wiley.com/doi/10.1002/9781119240716.ch7>
- Reproductive Justice: <https://www.sistersong.net/reproductive-justice>

Assignments:

- Literature Review Paper Outline Draft: Assignment 4
- ALSO post a copy of your outline draft on your Team Discussion Board (Week 12)

Week 12 (starting 4/1): Structural Violence (Sexuality and Educational Inequalities)

Introduction to Week's Theme:

- This week, we continue our examination of structural violence—a concept similar to systemic or

sociostructural inequality. Structural violence refers to the kind of violence that occurs when social structures/systems harm people by creating unequal outcomes. Examples of structural violence include gender, racial, health, educational, and economic disparities. For more information: <https://onlinelibrary.wiley.com/doi/10.1002/9781119240716.ch7>

- As you are reading, try to identify how social structures (such as sex education curriculums, heteronormative family structure, school policies, etc.) create or recreate unequal outcomes (such as reproductive inequalities, school disciplinary action, etc.).
- Also pay attention to how people try to fight back against these inequalities and attempt to change the systems that produce structural violence.

Guiding Questions:

- How does structural violence manifest in regards to sexuality and educational attainment? What are the consequences of structural inequalities in sexuality and education for women of color?

Required Reading:

Read **ONE** of the three articles below:

- Garcia, Lorena. 2009. "Now Why Do You Want to Know About That? Heteronormativity, Sexism, and Racism in the Sexual (Mis)education of Latina Youth." *Gender & Society* 32(4):520-541.
- Acosta, Katie. 2014. "We are Family." *Contexts* 13(1):44-49.
- Morris, Edward W. and Brea L. Perry. 2017. "Girls Behaving Badly? Race, Gender, and Subjective Evaluation in the Discipline of African American Girls." *Sociology of Education* 90(2):127-148.

Assignments:

- Weekly discussion leaders: Team 1
- Be sure your Literature Review Outline draft is posted on your Team Discussion Board
- Team Discussion Board: Peer Feedback (complete and submit a feedback form for each of your two assigned team members)

Week 13 (starting 4/8): Structural Violence (Education, Work, and Families)

Introduction to Week's Theme:

- This week, we continue our examination of structural violence—a concept similar to systemic or sociostructural inequality. Structural violence refers to the kind of violence that occurs when social structures/systems harm people by creating unequal outcomes. Examples of structural violence include gender, racial, health, educational, and economic disparities. For more information: <https://onlinelibrary.wiley.com/doi/10.1002/9781119240716.ch7>
- As you are reading, try to identify how social structures (such as work schedules, work policies, capitalist economic structures, family gender norms, etc.) create or recreate unequal outcomes (such as racial violence and discrimination, the she-cession, etc.).
- Also pay attention to how people try to fight back against these inequalities and attempt to change the systems that produce structural violence.

Guiding Questions:

- What are the consequences of structural inequalities in education for women of color?

- How does structural violence manifest in regards to work and families during the pandemic? What are the consequences of structural inequalities in education, work, and families for women of color?

Required Materials:

Read/listen to TWO of the following:

- Carrillo, Victoria G. and Shannon R. Dean. 2020. "Understanding the Impact of Chicana Feminism on College Success: A Literature Review." *Journal of Hispanic Higher Education* 19(1):99-110.
- "How COVID-19 Sent Women's Workforce Progress Backward"
<https://www.americanprogress.org/issues/women/reports/2020/10/30/492582/covid-19-sent-womens-workforce-progress-backward/>
- Rossi, Giovanna. 2022. "Making Motherhood Work with Dr. Caitlyn Collins." May 11 in *The Well Woman Show*, produced by NPR, podcast, 286. <https://www.npr.org/podcasts/610545556/the-well-woman-show> (transcript: <https://nmfamilyfriendlybusiness.org/making-motherhood-work-interview-with-dr-caitlyn-collins/>)

Optional Reading:

- "A Feminist Perspective on COVID-19 and the Value of Care Work Globally"
<https://onlinelibrary.wiley.com/doi/10.1111/gwao.12459>
- "Gender, Ethnicity, and the COVID Recession"
<https://www.everydaysociologyblog.com/2020/08/gender-ethnicity-and-the-covid-recession.html>
- "COVID-19's Impact on Women of Color"
<https://www.forbes.com/sites/naomicahn/2020/05/10/mothers-day-and-covid-19s-impact-on-women-of-color/?sh=557be8e841ac>

Assignments:

- Weekly discussion leaders: Team 2
- Team Discussion Board Learning Check Assignment on Structural Violence
- Team Discussion Board response to teammate

Week 14 (starting 4/15): Activism and Political Representation: Struggles, Resistance, and Successes (Politics)

Introduction to Week's Theme:

- This week, we are examining activism and political representation to celebrate the struggles, resistance, and successes by and for women of color.

Guiding Questions:

- What are experiences and goals of activists and politicians who are women of color?
- What are struggles and successes of women of color who resist and attempt to change structural inequalities?
- What sociostructural changes do activists and politicians call for?

Required Reading and Materials:

- Smith, Andrea. 2016. "Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing." Pp.66-73 in *Color of Violence: The INCITE! Anthology*, edited by Women of Color Against Violence. Duke University Press.

AND THREE OF THE FOLLOWING:

- "Jovita Idár: Mexican American Activist and Journalist" <https://www.pbs.org/video/jovita-idar-mexican-american-activist-and-journalist-e6zgar/>
- "Overlooked No More: Jovita Idár, Who Promoted Rights of Mexican-Americans and Women: <https://www.nytimes.com/2020/08/07/obituaries/jovita-idar-overlooked.html>
- "Women & The American Story: Emma Tenayuca, Latina Labor Activist" <https://youtu.be/vlaQ72v48bU>
- "Jan. 31, 1938: Emma Tenayuca Leads Pecan Sheller Strike" <https://www.zinnedproject.org/news/tdih/emma-tenayuca-leads-pecan-sheller-strike/>
- "The Enduring Feminist Wisdom of Cherríe Moraga" <https://www.npr.org/2016/01/08/462396482/the-enduring-feminist-wisdom-of-cherr-e-moraga>
- "American Muslims in Public Life Say They Face Outsize Scrutiny" <https://www.npr.org/2019/05/15/722158148/american-muslims-in-public-life-say-they-face-outsize-scrutiny>
- "A New Test Looks at the Way Muslim Women Are Portrayed Onscreen" <https://www.npr.org/2022/03/25/1088629002/a-new-test-looks-at-the-way-muslim-women-are-portrayed-onscreen>
- "These Latinas are Changing Politics. Here's Their Most Inspiring Career Advice" <https://www.huffpost.com/entry/career-advice-latinas-in-politics | 5d7660b9e4b0645135722020>

Assignments:

- Weekly discussion leaders: Team 3
- Literature Review Annotations: Assignment 5

Week 15 (starting 4/22): Activism and Political Representation: Struggles, Resistance, and Successes (Social Movements)

Introduction to Week's Theme:

- This week, we continue to examine social movements, activism, and political representation. We will also examine the role that sociologists can play in furthering social justice.

Guiding Questions:

- What role do (or should) sociologists play in furthering social justice, especially for women of color?
- What are the origins and goals of Black Lives Matter (BLM), #MeToo, and other social movements according to the required material?
- In what ways do these movements seek to address intersecting oppressions affecting women of color?

Required Reading:

- Prener, Christopher G. 2022. "Public Sociology, Public Science, and the Pandemic." *Contexts* 21(4):30-36.

AND SKIM ONE OF THE FOLLOWING:

- "Measuring the Economic Impact of COVID-19 on Survivors of Color" https://metoomvmt.org/wp-content/uploads/2020/11/MeTooFreeFrom_CovidImpactReport2020.pdf
- Simpson, LeAnn. 2014. "An Indigenous View on #BlackLivesMatter."
- Staudt, Kathleen. 2008. "Chapter 6: Toward Eradicating Violence Against Women at the Border: Conclusions." in *Violence and Activism at the Border*.

Optional Materials:

- "Herstory" <https://blacklivesmatter.com/herstory/>
- "Gendering #BlackLivesMatter: A Feminist Perspective" <https://psmag.com/social-justice/gendering-blacklivesmatter-feminist-perspective-96710>
- "How Sociology Can Support Black Lives Matter" <https://www.asanet.org/news-events/footnotes/dec-2016/features/how-sociology-can-support-black-lives-matter>
- About Participatory Action Research <https://participatoryactionresearch.sites.carleton.edu/about-par/>
- "For Public Sociology" Michael Burawoy's Presidential Address to the American Sociological Association, Aug 2004 <https://youtu.be/jDDnBr9bUlw>
- Leung, Rebecca and Robert Williams. 2019. "#MeToo and Intersectionality: An Examination of the #MeToo Movement through the R. Kelly Scandal." *Journal of Communication Inquiry* 43(4):349-371.

Assignments:

- Team Discussion Board Learning Check Assignment on Activism, Political Representation & Social Movements
- Team Discussion Board response to teammate

Finals Week (starting 5/29)

Assignments:

- Literature Review Paper Outline: Final Version
- End-of-Semester Self-Assessment

Class Policies

Controversial Subject Matter

Student participation and class discussion are highly valued and encouraged. We will be exploring several potentially sensitive topics such as prejudice, discrimination, stereotypes, violence, and so forth. Mutual respect is key in this class. **I will not tolerate disrespect** under any circumstance. I ask that everyone is respectful of other people's comments and questions even if you disagree. It is crucial for all of us to work together to create an environment in which we can discuss social issues in a non-judgmental way. If you find a comment another student

makes to be insensitive or disrespectful, please speak up and explain your thoughts or feelings in a civil manner or discuss the issue with me in private.

I expect everyone to come to class with an open mind. You are encouraged to raise alternative viewpoints. However, you will be asked to think critically about your (and your classmates') world view, beliefs, and biases in an academic manner. You will be graded on your ability to explain and analyze various perspectives regardless of whether or not you think they are accurate. Keep in mind that the goal of a college education is to learn about different perspectives, how to analyze them academically according to a particular discipline's approach, and how to make arguments supported by scholarly evidence. Rather than dictating what you should think, this course is aimed to enhance your ability to think critically.

Active engagement is highly encouraged and rewarded. I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. If you are having difficulty with participating or feel intimidated in any way, please come and see me early in the semester and we can work together to find a solution.

Other Expectations

I expect you to regularly check both Blackboard and your TAMUSA email. This is how I will get in touch with you and it is the best way to get in touch with me.

I also expect that you will use Blackboard to access required readings, to submit your assignments, and to review feedback that I provide on your work. You are responsible for doing so and should contact me in a timely manner (and before assignments are due!) should you have any difficulty. Since this course focuses substantially on writing, failure to turn in writing assignments on time may result in failure of the course.

It is your responsibility to get in touch with me early in the semester if you are struggling in the course or have questions. I am more than happy to work with you, but I cannot do so unless you communicate with me. I expect students to take advantage of my office hours, especially if the material or assignments seem difficult.

The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from course withdrawal.

Syllabus Adjustments

Any modifications to this syllabus will be announced in class and posted on Blackboard. Students are responsible for knowing all in-class announcements and Blackboard announcements/adjustments.

Religious Accommodation

Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, please contact me to make appropriate arrangements within two weeks of the beginning of the semester (or three days before any holidays which fall within the first two weeks of class).

Grades

I maintain course grades on Blackboard and it is possible that I occasionally enter an incorrect grade (i.e., sometimes I make a mistake). Please check the feedback I provide on your assignments and your grades via Blackboard throughout the semester and address any concerns immediately: do not wait until the end of the semester.

University Policies & Resources

Academic Accommodations for Persons with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions.

All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible. I am not able to provide accommodations without verification from DSS.

Academic Dishonesty Policy

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Dishonesty Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic dishonesty including, but not limited to, a grade of 'F' on the particular paper or assignment, a failing grade in the course, or possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

All student written assignments are subject to analysis by anti-plagiarism software.

If you are unsure about what plagiarism is, please take the plagiarism course offered through the university library. Not understanding plagiarism rules will not be accepted as a justification for plagiarized work. Here are the basics:

- Any time you use ideas or information from any other source, you must add a complete citation (including situations in which you do not use the author's words);
- A citation is made up of two parts: the internal citation (also called an in-text citation) at the point in your paper where the idea or information was used and an end citation (also called external citation) in your works cited or references section at the end of your paper. Both must be present to be considered a citation;
- If you use another person's words, they must be cited, they must be in quotation marks, and the internal citation must include a page number if the source is a book or article; and
- A paper that is substantially composed of quotes does not qualify as independent student work and will be treated as plagiarism, even if properly cited.

Academic Learning Center

The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Modular C, Room 166 (Rear entrance).

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services.

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). For more information and self-help resources, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>

Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

Pregnant/Parenting Students

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodations to pregnant students that would be provided to a student with a temporary medical condition and that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Statement about Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression.

If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. TAMUSA has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many A&M-San Antonio employees, including all faculty members, are required reporters. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. Additional information about your options is also available at <http://www.tamusa.edu/businessaffairs/titleix/index.html>

If you wish to receive information from a center that is not affiliated with the university, you may want to call the National Sexual Assault Hotline at 1-800-656-4673 (<https://www.rainn.org/>).

Students' Rights and Responsibilities

All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the A&M-San Antonio Student Code of Conduct. For more information, please see the Texas A&M University-San Antonio Student Handbook.

The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

University Email Policy and Course Communications

All correspondence between professors and students must occur via University email accounts. You must have Jaguar email account ready and working. If it is not working, contact the help desk at sahelp@tamusa.tamus.edu or at 210-784-4357. If you don't hear back from them within 48 hours, contact them again. They have a lot of requests during the first part of the semester, so you may need to check up on them. I will distribute course materials, including announcements and updates, via Blackboard, so I encourage you to log-in to that system at least twice per week.

Writing, Language, and Digital Composing Center

The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.