TITLE OF COURSE AND COURSE NUMBER: Women of Color in the US
WS 320 3 Credits

DESCRIPTION OF COURSE:
"Women of Color in the United States" is an introductory Women's Studies course, placing the experiences and concerns of the U.S. women of color at the center. It is designed for students interested in exploring similarities and differences among women in major racial/ethnic groups in the United States. The focus is on women born in the United States who, because of their nonwhite or mixed racial heritage identify as both American, AND as Native Indian, African, Chicana, Puerto Rican, Chinese, and Japanese. To develop students' skills to critically examine issues of race/ethnicity, class, gender, and sexuality, readings, lectures, and class discussions will explore experiences and concerns of women of color in the workforce, in the family, and in their respective communities.

COURSE PREREQUISITES:

COURSE OBJECTIVES:
This course will
1. to familiarize students with the diversity among women in the U.S.
2. to examine varied perspectives and realities of U.S. women of color.
3. To provide student with analytical skills and information necessary to think and write critically about the multiplicity of the lives of women of color in the U.S.
4. to encourage students to take an active part in their education.
5. to help students learn about turning discussion into action.

STUDENT LEARNING OUTCOMES:
Students will:
1. analyze and explain the impact of race/ethnicity, gender, class, and sexuality in the lives of women of color/in the areas addressed
2. demonstrate critical evaluation of course content by writing analyses of assigned readings and actively participating in class discussions, contributing their analyses, thoughts, feelings and opinions on issues
3. facilitate class discussion
4. illustrate how to turn discussion into action

TOPICAL OUTLINE OF POSSIBLE COURSE CONTENT:
I. Who Are Women of Color in the U.S.?
   This section also focuses on social and economic characteristics of major racial/ethnic groups including Indian/Native American, African, Chicana, Puerto Rican, Chinese and Japanese women. The section also addresses the importance of race/ethnicity, gender, class, when describing the experiences of "women" in U.S. society.

II. Women's Studies and Exploration of Experiences of Women of Color
   This section explores exclusion of the experiences of U.S. women of color across academic disciplines especially Women's Studies.

III. Race, gender, Class, Sexuality, in the Work Lives of U.S. Women of Color
This section focuses on the interconnectedness of race/ethnicity, gender, class, and sexuality, illustrating how this matrix operates simultaneously in determining and differentiating work among women in the U.S. The section also considers how feminists account for and explain differences among women.

IV. Women's Labor in the U.S.
Examining each major racial/ethnic group separately, this section explores similarities and differences of the economic histories of women of color. Economic histories include slave labor, wage labor, unpaid household labor, and voluntary work.

V. Family and the Position of Women of Color
This section similarities and differences in family arrangements and explores contradictions in family life that, restrict, restrain and oppress, on the one hand, and support, protect, comfort, and bring joy on the other.

VI. Community Involvement
This final section explores creative ways women of color cope with and resist structured inequalities at work, in families, and in their respective communities.

GUIDELINES/SUGGESTIONS FOR TEACHING METHODS AND STUDENT LEARNING ACTIVITIES:
- Lecture and classroom discussion
- Student led discussion and presentation
- Films
- Small group work

GUIDELINES/SUGGESTIONS FOR METHODS OF STUDENT ASSESSMENT
- Critical analyses of assigned readings
- Oral and written reports
- Research projects
- Class participation relevant to assigned readings

SUGGESTED TEXTS:


ORIGINAL DEPARTMENT APPROVAL DATE:

REVISER'S NAMES AND DATE: Dr. Arlene Holpp Scala

DEPARTMENTAL REVISION APPROVAL DATE: December 1, 2004