

# History 368, US Women of Color from 1865

Bond Hall 417

Monday, Wednesday, and Friday; 2:30-3:50pm

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Office Hours: MWF 1-2pm and by appointment

## **Course Description:**

This course addresses the past 150 years of US history through a lens of the experiences and struggles of women of color. We will approach this topic in five units, the first four each beginning in the late 19<sup>th</sup> century and covering the distinct histories of Indigenous North American women and women descended from Africa, Latin America, and Asia. The fifth unit addresses US women of color's contemporary concerns and alliances. In order to understand people in their own terms, we will read primary documents and secondary sources authored exclusively by women of color. Our overall goal is to better acquaint ourselves with the histories of women of color in order to better apprehend what US history looks like from the perspective of those who have historically been most marginalized in multiple spheres, including the discipline of history.

## **Requirements and Expectations:**

Attendance: You are expected to participate in all class sessions but students with two or less absences at the end of the quarter will not be penalized. For each class you miss after the second, your grade will drop one grade-level (e.g. from B to B-). No student who misses more than 1/3 of class sessions will pass this course regardless of circumstances. You are responsible for obtaining any information from and about missed class sessions. Arriving more than five minutes late, leaving more than five minutes early, or disrupting the classroom experiences of others will constitute an absence.

Plagiarism: Plagiarism will not be tolerated under any circumstance. This means you must properly cite the words and ideas you borrow from others. Refer to [libguides.wvu.edu/plagiarism](http://libguides.wvu.edu/plagiarism), [wvu.edu/integrity](http://wvu.edu/integrity), or contact me if you have any questions about this topic, but the burden is on you to be sure you are not plagiarizing.

Accommodations: Contact me as soon as possible about any factors bearing on your performance in class or ability to complete assignments and appropriate accommodations will be made. No changes can be made about past absences or assignments, so please communicate with me about any issues sooner rather than later.

Email: Readings, assignments, and other communication will be distributed by way of email and the Canvas site throughout the class. It is required that students read all emails and respond to them when necessary. I will respond to any email I receive within one working day, so please extend me the same courtesy.

Portable Electronics: Cell phone use (calls, texts, Tinder, Snapchat, whatever you've got) is prohibited during class sessions. Laptop use is discouraged but acceptable during lectures for note-taking. Use of electronic devices during class sessions will have a negative impact on both one's classroom experience and participation grade. Electronic recording of class sessions or taking pictures/video is also prohibited.

Incompletes: A 'K' (incomplete) grade is reserved for students who have a passing grade and experience a sudden change in circumstances at the end of the quarter. An incomplete cannot make up for missed class sessions or other in-class work.

Non-Discrimination: University policy forbids discrimination based on race, sex, sexual orientation, gender identity/expression, disability, age, national origin, religion, and veteran/marital status. We will conduct sometimes-difficult conversations about topics like race, gender, and sexuality in this course in which diverse and conflicting opinions will be respected, but abusive and oppressive behavior will not be tolerated. I encourage you to contact me directly if you have difficulty understanding this policy or feel it is not being properly adhered to in our class. Throughout this course, we will be discussing and reading texts depicting potentially triggering situations like violence against women and sexual assault. For the purpose of learning about this history, we cannot avoid these topics, so I encourage you to take the necessary precautions that best fit your needs and contact me with any questions if you find this material especially challenging.

## Assignments and Grading:

Active Participation (10% of final grade): This course approaches history as a subject shaped by one's perspective, consequently it will be important to develop your own informed perspectives on the material we engage and share it in class. We will have discussions and activities as an entire class, in large groups, in small groups, and in pairs, so there will be plenty of opportunities to express yourself in whatever format best suits your strengths.

Group Presentation (15%): Each student will be assigned to one of five numbered groups that will determine the due dates for their presentation and reading responses. Be sure to know your group and the due dates it entails! Each group will lead a full class session at the end of a unit, facilitating discussion and making links between the unit's readings and topics of local or contemporary concern.

Reading Response #1 (15%): Twice in the quarter, you will submit an original essay of 2 to 3 pages in response to that unit's assigned readings. Essays should provide a coherent and evidenced argument that draws a link across two or more pieces of assigned material, properly cites all sources, and generally points towards the importance of this material for understanding US history.

Reading Responses #2 (15%): The second reading response follows the same guidelines as the first, but should reflect improvements per the comments you received on the first.

Research Brief (20%): Halfway through the quarter, we will visit the on campus archives and you will spend the week preparing a research brief assessing a person, event, or document relating to local history from the perspectives of women of color. You must locate and clearly identify at least one primary source and at least five potential secondary sources in addition to providing a 2-page preliminary analysis of significance and meaning.

Take Home Final (25%): The final exam will require preparing an original essay of about five pages in response to a prompt distributed during the final class session. This essay will draw upon all assigned material from the course as well as your work on the research brief.

Rubrics detailing specific expectations and grading will be provided in advance for each assignment and will be discussed during class. Requests to review any grade must be made within 24 hours of receiving the grade back.

Attendance is mandatory and missing more than two meetings will affect your final grade!

### Grading Scale:

>92=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-,  
77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 61-66=D, <61=F

### Due Dates:

	<u>Present</u>	<u>Response #1</u>	<u>Response #2</u>	<u>Brief</u>	<u>Final</u>
<b>Group 1</b>	April 12	May 8	May 31	April 28	June 7
<b>Group 2</b>	April 21	May 19	May 31	April 28	June 7
<b>Group 3</b>	May 8	April 21	May 19	April 28	June 7
<b>Group 4</b>	May 19	April 12	May 8	April 28	June 7
<b>Group 5</b>	May 31	April 12	April 21	April 28	June 7

### Student Learning Outcomes:

*This course will enhance and evaluate your ability to:*

- Conduct historical research by identifying, locating, gathering, and analyzing appropriate primary and secondary sources to produce persuasive historical interpretations.
- Analyze thoughtfully and thoroughly primary and secondary sources.
- Recognize the rights, responsibilities, and privileges of participating in, and contributing as a citizen in, a diverse society.

### Required Texts:

Harriette Shelton Dover, *Tulalip From My Heart: An Autobiographical Account of a Reservation Community* (Seattle: University of Washington Press, 2013).

Maria Chatelain, *South Side Girls: Growing up in the Great Migration* (Durham: Duke University Press, 2015).

Vicki Ruiz, *From Out of the Shadows: Mexican Women in Twentieth-Century America* (Oxford: Oxford University Press, 2008).

Catherine Ceniza Choy, *Empire of Care: Nursing and Migration in Filipino-American History* (Durham: Duke University Press, 2003).

Each text is available at the Viking Bookstore and many other retailers; all other readings will be distributed in class or electronically via Canvas. Please bring the text to class on any day we have reading assigned from it.

## Course Organization and Reading Schedule

**Mar 29:** Introductions and syllabus distribution

**Mar 31:** *What is women's history? Who are women of color? How do we historicize women of color?*

Antonia Castaneda "Women of Color and the Rewriting of Western History: The Discourse, Politics, and Decolonization of History" and Elsa Barkley Brown "'What Has Happened Here': The Politics of Difference in Women's History and Feminist Politics." (on Canvas – all readings besides required texts in Course Modules).

### Unit I - Native Women's History

**April 3:** Sarah Winnemucca excerpt from *Life Among the Paiutes* and Jennifer Nez Denetdale "Representing Changing Woman: A Review Essay on Navajo Women."

**April 5:** *Tulalip From My Heart*, pages ix-xxvi and 3-30.

**April 7:** *Tulalip From My Heart*, pages 35-76.

**April 10:** *Tulalip From My Heart*, pages 77-198.

**April 12:** *Tulalip From My Heart*, pages 199-255.

Group 1 presents, responses due from Groups 4 & 5

### Unit II: Black Women's History

**April 14:** Ida Barnett Wells excerpt from *Southern Horrors* and Paula Giddings "Missing in Action: Ida B. Wells, the NAACP, and the Historical Record."

**April 17:** *South Side Girls*, pages 1-95.

**April 19:** *South Side Girls*, pages 96-129.

**April 21:** *South Side Girls*, pages 130-174.

Group 2 presents, responses due from Groups 3 & 5

**April 24:** VISIT TO ON CAMPUS ARCHIVES at either 2pm or 3pm (sign up in advance)  
Mandatory orientation at Goltz-Murray Archives Building (808 25<sup>th</sup> Street).

**April 26 and April 28:** NO CLASS, visit the archives on your own time.

Research Brief due 4pm April 28<sup>th</sup> from All Groups

### Unit III: Latina History

**May 1:** Luisa Capetillo excerpt from *Mi Opinion* and Nicole Guidotti-Hernandez “A Woman with No Names and Many Names: Lynching, Gender, Violence, and Subjectivity.”

**May 3:** *From Out of the Shadows*, 1-50.

**May 5:** *From Out of the Shadows*, 51-98.

**May 8:** *From Out of the Shadows*, 99-151.

Group 3 presents, responses due from Groups 1 & 4

### Unit IV: Asian-American Women's History

**May 10:** Ayako Tanaka Ishigaki excerpts from *Restless Wave* and Esther Ngan-Ling Chow “The Development of Feminist Consciousness among Asian-American Women.”

**May 12:** *Empire of Care*, pages 1-14.

**May 15:** *Empire of Care*, pages 15-118

**May 17:** *Empire of Care*, pages 119-165.

**May 19:** *Empire of Care*, pages 166-192.

Group 4 presents, responses due from Groups 2 & 3

### Unit V: Women of Color in the US Today

\* Readings in this unit all on Canvas, subject to change per student submitted topics.

**May 22:** Monica Roberts “Black Trans History Is Inspirational” and “Black Trans People Are STILL Making Black History.”

**May 24:** Teresia K. Teaiwa “Bikinis and Other S/pacific N/oceans.”

**May 26:** Setsu Shigematsu “Women-of-color Veterans on War, Militarism, and Feminism.”

**May 31:** Kimala Price “What Is Reproductive Justice? How Women of Color Activists are Redefining the Pro-Choice Paradigm.”

Group 5 presents, responses due from Groups 1 & 2

**June 2:** Final discussion and exam distribution.

FINAL EXAM DUE THROUGH CANVAS BY WEDNESDAY JUNE 7<sup>th</sup> AT 5:30PM