

U.S. WOMEN OF COLORS
Fall 2009; WS 5463.50; hybrid course; 80% online

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Racism is a gaze that insists upon the power to make others conform, to perform endlessly in the prison of prior expectation, circling repetitively back upon the expired utility of the entirely known. Our rescue, our deliverance perhaps, lies in the possibility of listening across that great divide, of being surprised by the Unknown, by the unknowable. Old habits of being give way, let us hope, to a gentler genealogy of Grace.
Patricia J. Williams (1997)

We take our stand on the solidarity of humanity, the oneness of life, and the unnaturalness and injustice of all special favoritisms, whether of sex, race, country, or condition. If one link of the chain be broken, the chain is broken. . . . The colored woman feels that woman's cause is one and universal; and that not till the image of God, whether in parian or ebony, is sacred and inviolable; not till race, color, sex, and condition are seen as the accidents, and not the substance of life; not till the universal title of humanity to life, liberty, and the pursuit of happiness is conceded to be inalienable to all; not till then is woman's lesson taught and woman's cause won--not the white woman's, nor the black woman's, nor the red woman's, but the cause of every man and of every woman who has writhed silently under a mighty wrong. Woman's wrongs are thus indissolubly linked with all undefended woe, and the acquirement of her "rights" will mean the final triumph of all right over might, the supremacy of the moral forces of reason, and justice, and love in the government of the nations of earth.
Anna Julia Cooper (1893)

Course Description: This reading-intensive seminar adopts a relational approach to explore U.S. women-of-colors histories, theories, cultures, consciousness, and lives from a variety of perspectives. Readings, discussions, and writing assignments will focus especially on feminist/womanist issues related to conflict, agency, survival, resistance, intervention, and transformation.

Course Objectives: Students who successfully complete this course will obtain an increased understanding of the following: (1) the intersectionality and interrelationality of identities, especially as they impact U.S. women of colors; (2) women-of-colors histories, contemporary issues, and interventions into so-called 'mainstream' feminist theory; (3) the history and contemporary status and dynamics of 'race' and racism in U.S. culture, including women's movements; (4) womanist/feminist theorizing; (5) the roles 'whiteness' and 'white' supremacism have played in constructing U.S. racial categories; and (6) research skills enabling them to continue learning about U.S. women-of-colors issues. Students will also obtain: 1) an increased ability to think relationally; 2) an increasingly nuanced understanding of the ways commonalities, similarities, and differences work together; 3) improved writing skills; and 4) enhanced holistic-critical thinking skills.

Required Texts: *This Bridge Called My Back: Writings by Radical Women of Color*, ed. Cherrie L. Moraga and Gloria E. Anzaldúa (available on BlackBoard, under Course Documents); *this bridge we call home: radical visions for transformation*, ed. Anzaldúa and Keating; *Kindred*, by Octavia Butler; *Last Standing Woman*, by Winona LaDuke; *Pedagogies of Crossing: Meditations on Feminism, Sexual Politics, Memory, and the Sacred*, M. Jacqui Alexander; *A People's History of the United States*, by Howard Zinn; *Elements of Style*, by William Strunk & E.B. White; *Woman on the Edge of Time*, by Marge Piercy; *Teatro Chicana: A Collective Memoir and Selected Plays*, ed. Laura E. García et al.

Recommended/Required:* *Power Lines: On the Subject of Feminist Alliances* by Aimee Carrillo Rowe; *Políticas: Latina Public Officials in Texas* by Sonia García et. al.; *Telling Histories: Black Women Historians in the Ivory Tower* by Deborah Gray White; *Telling to Live: Latina Feminist Testimonios* (The Latina Feminist Group); *YELL-Oh Girls! Emerging Voices Explore Culture, Identity, and Growing Up Asian American*; by Vicki Nam; *Make a Beautiful Way: The Wisdom of Native American Women* by Barbara Mann; *Indigenous American Women: Decolonization, Empowerment, Activism* by Devon Abbott Mihesuah; *Living for the Revolution: Black Feminist Organizations, 1968-1980* by Kimberly Springer; *Food for Our Grandmothers: Writings by Arab-American and Arab-Canadian Feminists* by Joan Kadi; *Shattering the Stereotypes: Muslim Women Speak Out* by Fawzia Afzal-Khan; *Speaking from the Body: Latinas on Health and Culture* by Angie Chabram-Dernersesian and Adela de la Torre; *Home Girls: A Black Feminist Anthology* by Barbara Smith; *Colonize This! Young Women of Color on Today's Feminism* by Daisy Hernández and Bushra Rehman; *Chicana Lesbians: The Girls Our Mothers Warned Us About* by Carla Trujillo

Note: Each student will select one of these texts, read it, and report on it during Week Fourteen. Select your text via the Discussion Board forum.

Articles (BB): (These documents can be located via our BlackBoard [BB] site, in "Course Document" in a file called "Articles.") Beth Roy: "For White People, on How to Listen When Race is the Subject;" Kimberlé Crenshaw: "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics;" Julie Dash and Houston Baker: "Not Without My Daughters;" Foluke Ogunleye: "Transcending the 'Dust': African American Filmmakers Preserving the 'Glimpse Of the Eternal;'" Mariana Ortega: "Being Lovingly, Knowingly Ignorant: White Feminism and Women of Color;" Michelle Rowley: "Rethinking Interdisciplinarity;" Kathy Rudy: "Radical Feminism, Lesbian Separatism, and Queer Theory;" Kayann Short: "Coming to the Table: The Differential Politics of This Bridge Called My Back" Becky Thompson: "Multiracial Feminism: Recasting the Chronology of Second Wave Feminism;"

Online Course Expectations¹

Internet-based courses have unique challenges for participation and interaction. Because my courses foreground dialogue (rather than lecture), I find the challenge especially striking. While a conventional face-to-face course is synchronous and includes a shared time-and-space (regular meetings in the same physical space), Internet-based courses do not. I've tried to structure assignments in ways that will facilitate discussion; however, ultimately the quality of our virtual time-space is up to you. The more thought, time, and care you put into your reading, questions, comments, and responses, the more rewarding this course will be—for all of us.

Other than three face-to-face meetings, we will not meet as a group in the same physical space at the same time. (Unless someone has a party at a specific time/location and we all show up!) Our meetings will occur in BlackBoard's "virtual space." In addition, most if not all of our responses will be asynchronous (written, posted, and read at different times). While it's possible to engage in some synchronous interaction (such as through the Java-based chat room available to our class), the bulk of our interaction will be asynchronous. In short, our interaction will be text-based and posted electronically. A positive feature of this method, however, is that our contributions do not just move into our memories' ambiguous, amorphous space after we verbalize them, as would be the case in a regular course. We have a record of our conversation and can later build on our ideas. Perhaps more importantly, all students (no matter how shy or reticent) will have an opportunity (or should I say requirement?) to share their thoughts, reactions, and ideas with the group. The Internet-based format enables us all to contribute to this course and react to others' contributions in a more thoughtful and carefully considered fashion. (Perhaps "Think before you write!" should be our motto.) Since our primary communication medium will be through the use of words, the written word attains a premium over what would occur in physical space, where other cues such as body language and facial expressions are normally available. Therefore, I expect responses by each of us to be self-reflective, thoughtful, careful, and considered. All responses should reflect sustained thought and attention both to what you say AND to how you say it. Responses should also be well-written (few or no typographical or grammatical errors).

¹Borrowed & adapted from Dr. Jim Williams' SOCI 6103 syllabus (Fall 2002).

In order to create as much dialogue as possible, I will interact with your postings. ***Please do not take my interactions as judgments, attempts to force you to change your views, or even my personal views.*** Instead, I expect you to view my comments as attempts to expand the dialogue and open our conversation up to multiple perspectives. Sometimes, I might play devil's advocate or trickster. I will also include space for anonymous assessment on BlackBoard and, at various points during the semester I will ask you to comment on the quality/quantity of my interaction.

Time Management: Research indicates that a distance education course will require a greater time commitment from students than a traditionally-structured course. Please do not underestimate the time commitment you will need in order to be successful in this class. If WS 5463 were a face-to-face class, we would meet for approximately three hours each week. You should expect to devote at least twice this much time each week to reading, reflecting, writing, and posting. Distance education courses require a unique commitment in terms of time management. Because you will not be attending regular class meetings, you won't have the typical pressures of class meetings, face-to-face interaction, and contact with the instructor to motivate you to complete assignments on time and to keep up with your readings. All I can do is virtual nagging, and it's probably not as effective as looking you in the eyes and asking you if you've completed the readings. Consequently, you'll have to exercise a greater degree of self-discipline than you would otherwise. It can be tempting to postpone or procrastinate (for example, by telling yourself that you can complete an assignment later, or that you can wait until the last minute to complete your readings, responses, or papers). Be very clear and stern with yourself that while there are unique benefits to a distance education course there are also unique challenges, and you must resolve to accommodate them if you wish to be successful. In order to facilitate your success, I have tried to be consistent with due dates and times. Generally, postings, etc. are due by 11 p.m. on Thursdays, Saturdays, and Sundays. (One Discussion Question will be due on most Thursdays by 11 p.m.; responses are due by Saturdays at 11 p.m.; on designated dates, you will also have to respond to my Discussion Question. These questions will focus on issues that might be helpful as you write your midterm and final essays. On Weeks One, Thirteen, and Sixteen (Exam Week), you'll have work postings due on Tuesday.

Grades: We will be using a contract system for grades. (Students will contract with me for a specific grade—either an “A,” “B,” or “C.”) For more information, see below. The contract can be found at our BB site, under Course Information. Course assignments consist of the following:

1. Student-Generated Discussion Questions (DQ): Most weeks, you will design one Discussion Question (a question about one or more of that week's required readings which you would like to discuss with your peers) and post it on the Discussion Board by Thursdays at 11 p.m. Your DQ must engage with at least one of the assigned course readings; it cannot focus exclusively on opinion or personal experiences. A Discussion Question can deal specifically with one of the assigned readings or it can be a bit broader and engage several readings. Discussion Questions will significantly guide our conversations; they will serve at least three additional purposes:

- They offer opportunities for students to reflect more deeply on the assigned readings and, through this reflection, to deepen their learning.
- They enhance student accountability and give students more control over the course.
- They allow me to assess student interests, learning, and concerns.

Question Format Instructions: If you ask a question about a specific passage, please provide the quotation and page number(s); if you ask a question about an issue found on specific pages, please include the page numbers. (There is no need to provide full bibliographical information for these questions.) Do not ask definition-based or other easily researched questions (For instance: “What does the word ‘hegemonic’ mean?” or “What is the difference between feminism and womanism?” or “When did the Trail of Tears occur, and how many people did it affect?”). Please proofread your questions! Here are two sample DQs:

1. In “Uses of the Erotic,” Lorde writes: ““The erotic is a resource within each of us that lies in a deeply female and spiritual plane, firmly rooted in the power of our unexpressed or unrecognized feeling” (53). How did you define the “us” in her sentence? Does it include all human beings and, if so, what implications does the fact that the erotic is located in a “deeply female” plane say about Lorde's understanding of gender?

2. In “Transformation of Silence Into Language and Action” Lorde challenges us to break silence and speak out, but in “Imagining Differently: The Politics of Listening in a Feminist Classroom” Cervenak et. al. suggest that we need to listen, rather than speak out. (Or am I misinterpreting

these pieces?) What are we to do: speak out? listen? both? neither? I'm interested in hearing what my classmates think about this apparent contradiction especially as it might impact our class discussions and, more generally, feminist theorizing.

Please note: During Weeks Five, Six, Ten, Eleven, and Twelve, as we read the two *B/bridge* books, it's important to minimize duplicate questions over the same few essays. At most, there can be only two questions over the same piece. If two of your classmates have posted a question focused on a specific author, you should not also post a question that focuses on the same author. (If you do, Colleen or I will ask you to post a new question.)

Instructions for Posting BB Discussion Questions: Each week I will set up a forum on the Discussion Board for that week's questions. Begin a separate thread for your discussion question. In the subject heading, include a title that informs us about your question; your title should mention both the topic and the specific reading(s). (For instance: "Racism as defined by Moraga and Anzaldúa" or "Anger in *hattie gossett*.")

2. Discussion Board Responses: Responses should be single-spaced, and take the following forms:

- 1) Responses to your peers' Discussion Questions. On the weeks when we have Discussion Questions, you should respond to at least three of your peers' DQs. These responses are due on or before 11 p.m. Saturday of each week, and they must be *at least 250 words*. Often, they should be more. Your responses must engage with the week's assigned readings. It cannot focus only on personal opinion, belief, or experiences. If your response does not meet these requirements, I will contact you and ask you to post a new question or in some other way make up for the work. Distribute your comments evenly. (For example, if four people have commented on Student B's post, but only 1 person has commented on Student A's, please comment on Student A.)
- 2) Responses to my occasional Discussion Questions. Several times during the semester, I will post a discussion question. I expect everyone to respond to this discussion question. Your response is due on or before 11 p.m. Saturday of that week, and it must be *at least 250 words*.
- 3) Replies to my comments and to your peers' responses to *your* Discussion Question, Reading Notes, etc.. You should respond in a thoughtful manner to each response made to your Discussion Question or Reading Notes. (These responses do not need to be 250 words, but they should be long enough to let your responder know that you have read and considered his response.) These replies are due by Sunday of that week.

3. Reading Notes Handouts (RN): During weeks Eight and Fourteen you will be asked to read and report on a designated, self-selected text. These handouts serve several purposes, including: (1) they allow us, as a class, to cover more material; (2) they enable students to work on holistic-critical thinking, reading, and writing skills. You will select your texts via the "Text Selection" forum on the Discussion Board. For more information, see "Guidelines for Reading Notes Handouts/Discussions" later in the syllabus (also posted in BB Course Information).

4. Midterm Essay: A short (four to six pages, double-spaced) essay that discusses the course text(s) which have most impacted you, thus far. For additional instructions, please see "Essay Instructions for Midterm & Final" in BB Course Information.

5. Final Essay: A self-reflective essay (seven to ten pages, double-spaced) exploring what you've learned in WS 5463. For additional instructions, please see "Essay Instructions for Midterm & Final" in BB Course Information.

Course Expectations & Format**

Email: I expect you to check your email daily (Monday through Friday).

BB Announcements: I expect you to check our BB website regularly (several times a week).

Written assignments: I expect that your midterm and final essays will be typed, double-spaced with 1" margins and 12-point Times Roman or Arial font, and that your Reading Notes will be single-spaced, and you may use 11-inch Arial font.) Indent each paragraph, and do not add extra spaces between paragraphs. Number each page of your writing assignment. For more information see "Guidelines for Written Work" and "Common Writing Errors to Avoid," posted in BB Course Information. I expect you to follow these guidelines, so please look at and adhere to them.

** Thanks to Dr. Claire Sahlin for allowing me to borrow from and modify portions of the following information from her WS 5663-01 Summer 2005 syllabus.

Proofreading: I expect you to revise and carefully proofread all assignments, including BB postings. Your postings should be free of typos and grammatical errors.

Participation: I expect that your participation will consist of engaged, respectful listening/reading, speaking, and responding to postings. In an online environment, "listening" also includes reflective reading. Please do not be too rushed in your BlackBoard replies; take time to think about your fellow students' postings. I expect your participation to be thoughtful, thought-provoking, thorough, and well-written (no typographical or grammatical errors). ***I expect you to revise and carefully proofread all BB postings.*** Participation also requires that you make your postings in a timely fashion. (Posting before the deadline is greatly appreciated!) For additional information on course expectations for dialogue, please see the handout titled "Dialogue: Some of My Presuppositions," filed under Course Information. I have set up, on the Discussion Board, a Forum called *EXPRESS YOURSELF!* I hope that you will use this forum to share your ideas, thoughts, reflections, and so on about the issues raised in this course. Occasionally I might suggest topics for discussion.

BlackBoard (BB) Format: If you are registered for this course, you should be enrolled in BlackBoard (BB) for this course, as long as you have opened up a Pioneer Portal account. BB is the University's software program for course support and distance learning. You will find this syllabus and all handouts handouts on the BB location for this course. I will also use BB for posting announcements, reminders, useful websites, and/or changes in the schedule. You will be required to submit your Reading Notes and engage in discussions with other students in the class via the Discussion Board. You can log into BB through the TWU Portal or at <http://twu6.BlackBoard.com/>. For information about how to log into and use BB, see the following site: <http://www.twu.edu/dl/orientation/BlackBoard.htm>. For information about the minimum technical requirements needed to use BB successfully, see <http://www.twu.edu/dl/orientation/what you need.htm>. For technical assistance, contact the TWU Helpdesk (940-898-3971) or helpdesk@twu.edu. You can also go to the Mega Lab on the 2nd floor of the MCL. ***Make sure that the email address listed for you in BB (in Personal Information) is the email address that you use and check regularly.*** Your Pioneer Portal email account is the default email address in BlackBoard. You may forward Portal to another account, if you wish. You are responsible for checking and reading emails sent to you through BlackBoard and to your Pioneer Portal Account. Please check BlackBoard regularly (3-4 times per week or more) for updates or additional information and to post or read messages on the Discussion Board. Please read and follow the "Do's" and "Don'ts" of "Netiquette" on the following site: <http://www.twu.edu/dl/orientation/netiquette.htm>.

Additional Course Policies

Disability Support Services: "If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate."

Academic Dishonesty: "Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries at http://www.twu.edu/library/res/res_plagiarism.htm." Plagiarism is a serious offense and could result in a failing grade for the assignment and the course. In brief, plagiarism is a combination of lying and theft! It involves presenting ideas or words from other sources (including the Internet, other students' papers, books, journals, etc.) as your own. To ensure that you do not plagiarize, you must always indicate when you have borrowed words and/or ideas from other sources. Generally, you will indicate this borrowing through the use of quotation marks, block quotes, and/or by acknowledging your sources with proper citations (parenthetical notes), even when you are summarizing someone else's ideas in your own words. For all writing assignments, be careful to properly document quotations and paraphrases from other sources. If you aren't sure what constitutes plagiarism, you may find the following websites to be helpful:

<http://www.lib.duke.edu/libguide/plagiarism.htm/>

<http://www.twu.edu/as/engspfl/Plagiarism.ppt>

Please feel free to consult with me as well.

Incompletes: I do not give incompletes except barring dire and unusual circumstances, and according to the TWU rules for incompletes.

Guidelines for Reading Notes Handouts/Discussions

As explained above, On Weeks Eight and Fourteen you will be required to prepare a summary and handout on a selected article/book chapter (#1) and book (#2). Please try not to exceed the maximum page length (see below). Do not write a short essay. Instead, use bullets and, where appropriate (for example in the summary), paragraphs. Be sure to include full bibliographical information, preferably in MLA format,*** at the top of the first page.

Reading Notes #1

Your handout should be two to three single-spaced pages. (To maximize your wordcount, you may use 11-inch Arial font). Please include the following information and bolded headings in your Reading Notes:

- **Summary/Interaction:** Summarize the essay, including the main argument and the writing style (personal narrative, hybrid personal narrative and analytical, storytelling, entirely academic, “high” theory, hybrid, etc.). In an additional three to five sentences, explain why you did or did not find the article persuasive and compelling.
- **Outline:** Outline the essay structure (include page numbers for each section). Your outline should very briefly summarize each section. (*Note:* If for your outline titles you use the same titles that are found in your essay, please be sure to put the title in quotation marks.)
- **Intersections:** List and briefly discuss the intersections of identity you find in the piece.
- **Related Course Readings:** What other readings from our course does this piece resemble? List one to three other course texts and, in three to five sentences (for each related text), explain the main resemblances you see.
- **Exemplary Quotation(s):** Select one (or two) key quotations that seem best to illustrate the article. In three to five sentences, explain why/how these quotations illustrate the text.
- **Question-Quotation:** Select a quotation or an idea that you found particularly provocative and use it to develop a discussion question for your classmates. (Please avoid yes/no questions like “Do you agree with.....?” At the very least, follow up this type of question with “Why or why not?”)

Reading Notes #2

Your handout should be four to six single-spaced pages. (To maximize your wordcount, you may use 11-inch Arial font). Please make copies of this Reading Notes for your classmates and bring them to our final face-to-face class. Include the following information and bolded headings in your Reading Notes:

- **Summary/Interaction:** Summarize the book, including the main argument and the writing style (storytelling, academic, hybrid, etc.). Explain what, if anything, you learned from this book. Explain why you did or did not find the argument persuasive and compelling.
- **Outline:** Your outline will vary, depending on the type of book you’ve selected. If you’re reporting on a single-authored book, summarize each chapter in approximately five sentences. If you’re reporting on an edited collection, summarize each piece in approximately five sentences.
- **Related Course Readings:** What other readings from our course does this piece resemble? List one to three other course texts and, in three to five sentences (for each related text), explain the main resemblances you see.
- **Reviews:** Did you find reviews (in professional journals and/or on the Internet)? on this book? If so, summarize and assess the reviewers’ critiques.
- **Exemplary Quotation(s):** Select one or two key quotations that seem to best illustrate the book. In three to five sentences (per quotation), explain why/how the quotation illustrates the text.

*** Students whose disciplinary training is in the social sciences may use their discipline’s preferred documentation style.

Contract Grades

The contract can be found at our BB site, under Course Information. After reading these grade descriptions, please fill out and turn in the contract. Email it to me: akeating@twu.edu

To receive an “A,” students must meet the following conditions:

- 1. Attendance:** Attend all three face-to-face classes or complete additional activities, as indicated in the syllabus schedule. (Attendance entails arriving on time and staying for the entire session.)
- 2. Discussion Question:** Submit a discussion question, as described in the syllabus, for a total of 9. You are “allowed” to post 2 questions up to 48 hours late.
- 3. DQ Responses:** Respond to at least 3 of your peers’ DQ postings each week, as indicated by the syllabus, and respond to all of ALK’s DQs. At least 90% of all responses must be 250 words or more. At least 90% of all responses must be posted on time.
- 4. Replies:** Reply to all of your peers’ responses to *your* discussion questions and Reading Notes. At least 90% of all responses must be posted on time.
- 5. Reading Notes:** Complete both Reading Notes according to syllabus instructions (including the Writing Guidelines) and submit them on time.
- 6. Midterm and Final Essays:** Complete both essays according to syllabus instructions (including the Writing Guidelines), and submit them on time.
- 7. Revisions:** Respond to all of my queries for revision and/or repostings within one week of the request.
- 8.** Written work must meet A-level standards (see Writing Guidelines and my comments on your papers)

To receive a “B,” students must meet the following conditions:

- 1. Attendance:** Attend at least two face-to-face classes or complete additional activities, as indicated in the syllabus schedule. (Attendance entails arriving on time and staying for the entire session.)
- 2. Discussion Question:** Submit a discussion question, as described in the syllabus, for a total of at least 6. You are “allowed” to post 3 questions up to 48 hours late.
- 3. DQ Responses:** Respond to at least 2 of your peers’ DQ postings each week, as indicated by the syllabus, and respond to at least 2 of ALK’s DQs. At least 80% of all responses must be 250 words or more. At least 80% of all responses must be posted on time.
- 4. Replies:** Reply to at least 2/3 of your responses to *your* discussion questions and Reading Notes.
- 5. Reading Notes:** Complete both Reading Notes at least partially according to syllabus instructions.
- 6. Midterm and Final Essays:** Complete both essays at least partially according to syllabus instructions
- 7. Revisions:** Respond to most of my queries for revision and/or repostings within one week of the request.

To receive a “C,” students must meet the following conditions:

- 1. Attendance:** Attend at least one three face-to-face classes or complete some additional activities, as indicated in the syllabus schedule.
- 2. Discussion Question:** Submit a discussion question, as described in the syllabus, for a total of at least 5. You are “allowed” to post 5 questions up to 48 hours late.
- 3. DQ Responses:** Respond to at least 1 of your peers’ DQ postings each week, as indicated by the syllabus, and respond to at least 1 of ALK’s DQs. At least 80% of all responses must be 250 words or more. At least 70% of all responses must be posted on time.
- 4. Replies:** Reply to at least 1/3 all of responses to *your* discussion questions and Reading Notes.
- 5. Reading Notes:** Complete both Reading Notes at least partially according to syllabus instructions (including the Writing Guidelines).
- 6. Midterm and Final Essays:** Complete both essays at least partially according to syllabus instructions (including the Writing Guidelines).
- 7. Revisions:** Respond to few of my queries for revision and/or repostings within one week of the request.

SCHEDULE OF READINGS, POSTINGS, MEETINGS, & ASSIGNMENTS
(This schedule is tentative; please check your email & BB regularly.)

Week One (August 31 to September 6)

Read: Roy: “For White People, on How to Listen When Race is the Subject” (BB); Rushin: “The Bridge Poem” from *This Bridge* (BB); *Chicana Goes to College* (175-89); Alexander: *Pedagogies of Crossing*: “Introduction” (1-20); Zinn: *People’s History* (1-22). **Required for doctoral-level students, recommended for M.A. students:** Becky Thompson: “Multiracial Feminism: Recasting the Chronology of Second Wave Feminism” (BB)

- 9/1 **Due** by 11 p.m. tonight (Tue): Introductions & Home page. Go to the “Express Yourself!” forum in the Discussion Board, click on “Introductions,” follow the directions, & introduce yourselves. To create your homepage: Go to tools, click on “homepage,” and follow the directions. Give as much or as little information as you’d like. (If you’d like, you may copy and paste your Week One introduction.) Please post a picture!
- 9/3 **Due** by 11 p.m. tonight (Thur.): One Discussion Question over this week’s readings
Also Due by 11 p.m. tonight: Your grade contract (see Course Information). Send it to me at: akeating@twu.edu
- 9/5 **Due** by 11 p.m. tonight (Sat.): Responses to at least three of your peers’ DQs.
- 9/6 **Due** by 11 p.m. tonight (Sun): Replies to the responses to your introduction and DQ

Week Two (September 6 to 13)

Read: LaDuke: *Last Standing Woman*; Zinn: *People’s History* (125-48; 503-40; 601-30)

- 9/10 **Due** by 11 p.m. tonight (Thur.): One Discussion Question over this week’s readings
- 9/12 **Due** by 11 p.m. tonight (Sat.): Responses to at least three of your peers’ DQs.
- 9/13 **Due** by 11 p.m. tonight (Sun): Replies to the responses to your DQ

Week Three (September 13 to 20)

Read: Butler: *Kindred*; Zinn: *People’s History* (23-38; 39-58)

- 9/17 **Due** by 11 p.m. tonight (Thur.): Response to ALK Discussion Question over the week’s readings
- 9/19 **Meet** today (Sat.) in HDB 105 from 1 to 4:50 p.m. For today’s class, **Read:** “Not Without My Daughters: A Conversation with Julie Dash and Houston Baker” (BB); Foluke Ogunleye: “Transcending the ‘Dust’: African American Filmmakers Preserving the ‘Glimpse Of the Eternal’” (BB).
Note: If you cannot attend our f2f session, you must do the following: (1) View *Daughters of the Dust* (available via Netflix or Blockbuster). (2) Post a 500-word response to the video on BB. Due by 5 p.m. Saturday.
 Film viewing: *Daughters of the Dust*

Week Four (September 20 to 27)

Read: *Teatro Chicana*: Yolanda Broyles-Gonzalez: "Foreword" (ix-xx); Delia Ravelo (3-15); Felicitas Nuñez (TC 137-67); "Reunion of Teatro de las Chicanas" (259-61); "Addendum: Bylaws of Teatro Raíces" (263-66); *Bronca* (191-92); *So Ruff, So Tuff* (193-203); *Salt of the Earth* (205-27); *E.T.—The Alien* (229-40); *A Anti-Nuke Commercial* (241-43); *Archie Bunker Goes to El Salvador* (245-58); four additional selections from "Recuerdos/Memoirs" (your choice); Crenshaw: "Demarginalizing the Intersection of Race and Sex." Strunk & White: *Elements of Style*, Sections I & II "Elementary Rules of Usage" & "Elementary Principles of Composition."

- 9/24 **Due** by 11 p.m. tonight (Thur.): One Discussion Question over this week's readings. (**Note:** Your DQ should not be on Strunk & White. Nor should it focus exclusively on the four additional selections from "Recuerdos/Memoirs.")
- 9/26 **Due** by 11 p.m. tonight (Sat.): Responses to at least three of your peers' DQs.
Also Due by 11 p.m. tonight (Sat.): Responses to ALK DQ.
- 9/27 **Due** by 11 p.m. tonight (Sun): Replies to the responses to your DQ

Week Five (September 27 to October 4)

Read: *This Bridge Called My Back* (BB): Bambara: "Foreword, 1981;" Moraga: "Preface, 1981;" Moraga & Anzaldúa: "Introduction, 1981;" Moraga: "Refugees Of A World On Fire, Foreword to the 2nd edition, 1983;" Anzaldúa: "Foreword to the Second Edition;" "Children Passing in the Streets: The Roots of Our Radicalism;" Nellie Wong: "When I Was Growing Up;" mary hope lee: "on not bein;" Moraga: "For the Color of My Mother;" Morales: "I Am What I Am;" Chrystos: "He Saw;" "Entering the Lives of Others: Theory in the Flesh;" Genny Lim: "Wonder Woman;" Moraga: "La Guëra;" Yamada: "Asian Pacific American Women and Feminism;" Moschkovich: "But I Know You, American Woman;" Anita Valerio: "It's in My Blood...;" Barbara Cameron: "Gee, You Don't Seem Like an Indian...;" Aurora Levins Morales: "...And Even Fidel Can't Change That!;" Chrystos: "I Walk...;" "And When You Leave . . . : Racism in the Women's Movement" (63-65); Jo Carillo: "And When You Leave, Take Your Pictures With You;" doris davenport: "The Pathology of Racism;" Morales: "We're All in the Same Boat;" Audre Lorde: "An Open Letter to Mary Daly;" Lorde: "The Master's Tools Will Never Dismantle the Master's House"

- 10/1 **Due** by 11 p.m. tonight (Thur.): One Discussion Question over this week's readings
- 10/3 **Due** by 11 p.m. tonight (Sat.): Responses to at least three of your peers' DQs.
- 10/4 **Due** by 11 p.m. tonight (Sun): Replies to the responses to your DQ

Week Six (October 4 to 11)

Read: *This Bridge Called My Back* (BB): "Between the Lines: On Culture, Class, and Homophobia;" Morales: "The Other Heritage;" gossett: "Billie lives;" Beverly and Barbara Smith: "Across the Kitchen Table;" Clarke: "Lesbianism: An Act of Resistance;" Noda: "Lowriding through the Women's Movement;" Woo: "Letter to Ma;" "Speaking in Tongues: The Third World Woman Writer;" Anzaldúa: "Speaking In Tongues: A Letter to Third World Women Writers;" Wong: "In Search of the Self as Hero" (196-201); Anzaldúa: "La Prieta;" Combahee River Collective: "A Black Feminist Statement;" Moraga: "The Welder;" Anzaldúa: "OK Momma, Who the Hell Am I? An Interview with Luisah Teish;" Canaan: "Brownness;" Parker: "Revolution;" and also the following in *this bridge we call home*: Clarke: "Lesbianism, 2000" (232-39) and Teish: "Still Crazy after All These Tears" (506-10) and (232-39)

- 10/8 **Due** by 11 p.m. tonight (Thur.): One Discussion Question over this week's readings
- 10/10 **Due** by 11 p.m. tonight (Sat.): Responses to at least three of your peers' DQs.
Also due by 11 p.m. tonight (Sat.): Response to ALK DQ.
- 10/11 **Due** by 11 p.m. tonight (Sun): Replies to the responses to your DQ

Week Seven (October 11 to 18)

****No reading assignment. Please use this week to work on your midterm essay.****

- 10/15 **Due** by 11 p.m. tonight (Thur.): Midterm Self-Reflection Essay. (Email your essay to me at akeating@twu.edu.)
Also due by 11 p.m. tonight (Thur.): Post a summary of your essay (at least 400 words) on Discussion Board.
- 10/17 **Due** by 11 p.m. tonight (Sat): Responses to at least three of your peers' summaries
- 10/18 **Due** by 11 p.m. tonight (Sun): Anonymous Assessment and replies to your peers' responses to your summaries.

Week Eight (October 18 to 25)

Read: *this bridge*: Anzaldúa: "(Un)natural bridges, (Un)safe spaces" (1-5); Keating: "Charting Pathways, Marking Thresholds...A Warning, An Introduction" (6-20); Chela Sandoval: "AFTERBRIDGE: Technologies of Crossing" (20-26); section i, "'looking for my own bridge to get over'...exploring the impact" (27-104).

- 10/24 **Meet** today (Sat.) in HDB 105 from 1 to 4:50 p.m. For today's class, please be sure to have completed this week's readings.
Note: If you cannot attend our f2f session, you must do the following: (1) Respond to ALK Discussion Question. (2) Read and respond to all of your peers' Reading Notes. Each response must be at least 250 words. Due by 5 p.m. today (Sat.)
Due today: Readings Notes #1. Come to class prepared to make your Reading Notes presentation. Please post your Reading Notes to BB and bring copies for the entire class.
- 10/25 **Due** by 11 p.m. tonight (Sun): Replies to the responses to your RN

Week Nine (October 25 to November 1)

Read: Marge Piercy: *Woman on the Edge of Time*

- 10/29 **Due** by 11 p.m. tonight (Thur.): One Discussion Question this week's reading
- 10/31 **Due** by 11 p.m. tonight (Sat.): Responses to at least three of your peers' DQs
- 11/1 **Due** by 11 p.m. tonight (Sun): Replies to the responses to your DQ

Week Ten (November 1 to 8)

Read: *this bridge we call home*: section ii, "'still struggling with the boxes people try to put me in'...resisting the labels" (105-190); section iii, "'locking arms in the master's house'...omissions, revisions, new issues" (191-284)

- 11/ 5 **Due** by 11 p.m. tonight (Thur.): One Discussion Question over this week's readings
- 11/7 **Due** by 11 p.m. tonight (Sat.): Responses to at least three of your peers' DQs
- 11/8 **Due** by 11 p.m. tonight (Sun): Replies to the responses to your DQ

Week Eleven (November 8 to 15)

Read: *this bridge we call home*: section iv, "'a place at the table'...surviving the battles, shaping our worlds" (285-356) & section v, "'shouldering more identity than we can bear'....seeking allies in academe" (357-438)

- 11/12 **Due** by 11 p.m. tonight (Thur.): One Discussion Question over this week's readings
- 11/14 **Due** by 11 p.m. tonight (Sat.): Responses to at least three of your peers' DQs
- 11/15 **Due** by 11 p.m. tonight (Sun): Replies to the responses to your DQ

Week Twelve (November 15 to 22)

Read: *this bridge we call home*: section vi., “yo soy tú otro yo--i am your other i’...forging common ground” (439-494); section vii, “i am the pivot for transformation’...enacting the vision” (495-578)

Note: You don’t have to read Teish’s essay (506-10).

- 11/19 **Due** by 11 p.m. tonight (Thur.): One Discussion Question over this week’s readings
11/21 **Due** by 11 p.m. tonight (Sat.): Responses to at least three of your peers’ DQs
11/22 **Due** by 11 p.m. tonight (Sun): Replies to the responses to your DQ

Week Thirteen (November 22 to 29)

*****No assigned readings. But use this time to read and research your book-length text.*****

- 11/24 **Due** by 11 p.m. tonight (Tue): Response to ALK Discussion Question (freewrite summary)
This week includes the University-mandated Thanksgiving break. I hope that you will work on your Reading Notes and your final.

Week Fourteen (November 29 to December 6)

*****No assigned readings*****

- 12/5 **Meet** today (Sat.) in HDB 105 from 1 to 4:50 p.m.
Due: Readings Notes #2. Come to class prepared to make your Reading Notes presentation. Please post your Reading Notes to BB and bring copies for the entire class.
Note: If you cannot attend our f2f session, you must do the following: Read and respond to all of your peers’ Reading Notes; each response must be at least 150 words.
Due by 5 p.m. today (Sat.)

Week Fifteen (December 6 to 13)

*****No assigned readings*****

- 12/12 **Due** by 11 p.m. tonight (Sat.): Final Essay (Lessons Learned) You should email this essay to ALK at zami11@verizon.net, and post a summary of your essay (at least 400 words) on Discussion Board.

Exam Week (Dec 12 through 18)

- 12/15 **Due** by 11 p.m. tonight (Tue.): Responses to at least six of your peers’ Lessons Learned.
12/17 **Due** by 11 p.m. tonight (Thur): Replies to your peers’ responses.