The Study of Women: Inequalities & Cultural Change

Course Description
This course is an advanced-level introduction to the study of gender inequality in the contemporary United States. We will draw on feminist methodologies that understand inequalities of gender, race, class, sexuality, nationality, and disability as interlinked structures affecting women’s and men’s lives.

Like many social science courses, this class is not about providing hard and fast answers. It is about raising productive questions about women, men, and gender in a modern world, and equipping you to articulate your own views in a compelling and thoughtful manner. The course requires upper division standing and passage of the WST. Beyond that, we presume only an interest in the subject, a willingness to consider new ideas, and a respect for views other than your own.

As a General Education course, this class is intended to significantly develop your writing and research skills. Assignments include various discussion and writing assignments. You will also hone your library and research skills by writing a short research paper on a topic of your choosing.

Required Texts:
All required readings will be provided on SJSU’s learning management system (LMS), Canvas. Please print out each reading and keep in a notebook or folder. You must bring weekly readings to class for discussion. For inexpensive copies, I recommend San Jose Copy (6¢ ea) at 109 E. Santa Clara Street, (408) 297-6698.

GE Student Learning Outcomes
This course is designed to meet the “S” General Education requirements:

- Students shall be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality (Midterm essays, in-class exercises)
- Students shall be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. (Midterm essays, in-class exercises)
- Students shall be able to describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age.) (Lectures, midterm essays, in-class exercises, twitter exercise)
- Students shall be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S. (Lectures)

GE Course prerequisite: Writing Skills Test (WST), completion of Core General Education, and completion of, or co-registration in, 100W. Students will meet the 3000-word writing requirement by writing two formal essays of 1000 words each and a final research paper of 2000 words. Students will receive substantive comments addressing the quality and form of your writing. Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments, or distinct academic units.

Assignments and Evaluation

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<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
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<tr>
<td>25%</td>
<td>Midterm</td>
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<tr>
<td>25%</td>
<td>Midterm Essay #2</td>
</tr>
<tr>
<td>25%</td>
<td>Participation (incl. in-class work, discussion leading, and twitter)</td>
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<tr>
<td>25%</td>
<td>Final Research paper with 5min oral presentation</td>
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Course Requirements and Assignments

Success in this course is based on the expectation that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at [http://www.sjsu.edu/senate/docs/S12-3.pdf](http://www.sjsu.edu/senate/docs/S12-3.pdf).

Class Participation

The strength of this course depends largely on the strength of your contributions as individuals from different backgrounds and perspectives. Each of you will participate regularly in class, in groups, and in occasional meetings with me. I will regularly ask you to do short freewrites in class about the week’s reading; these participation exercises cannot be made up.

- Twitter news (40/100 participation points)- In addition to regular class participation, you will follow online news on any one of the racial/ethnic/gender/sexuality communities we are studying—see the list of suggested sources on Canvas. You are expected to either browse the online site or sign up for an RSS or Twitter feed, so that you will be regularly following current news for that community. I encourage you to choose a community other than your own, but it’s up to you. **Forty points of your grade** depends on you regularly posting news or comments to the class twitter feed #ws101 (8-10 posts total for the semester)

And finally, in terms of class, participation means:

- coming to class on time. If you come in late, enter quietly and sit near the door, minimizing distraction to the class.
- bringing the necessary materials—pen or pencil, notebook or notepad, your course syllabus, and the reading for the day.
- interacting respectfully with your peers, paying attention, listening carefully, encouraging others' contribution, and contributing when you can.
- NOT texting or surfing or facebooking. I will give you my full attention for the class period, and I expect the same in return. If I see you texting or surfing, I will ask you to leave class for the day.
- checking Canvas regularly, and posting news or comments to the class Twitterfeed occasionally.
- you must have a good email account that you check regularly. You respond (reasonably) promptly to your teammates' messages. I strongly recommend either your sjsu account, or gmail, yahoo, comcast, etc. -- I specifically discourage hotmail or aol addresses (they are more likely to be caught in spam filters). If you do use hotmail or aol, you are responsible for ensuring that any message you send is received.

Canvas ([http://sjsu.instructure.com](http://sjsu.instructure.com))

We will rely on SJSU’s learning management system, Canvas, for this course. You should be automatically added to the Canvas site. You can find detailed tutorials discussing the different components of Canvas at the following links: [https://community.canvaslms.com/community/answers/guides](https://community.canvaslms.com/community/answers/guides) and [http://www.sjsu.edu/at/ec/canvas/](http://www.sjsu.edu/at/ec/canvas/). For problems within Canvas, please click on the word Help in the upper right corner of the screen, and select, “Report a Problem.” You can also submit an iSupport ticket by clicking on the following link: [https://isupport.sjsu.edu/ecampus](https://isupport.sjsu.edu/ecampus).

Grading Policy

I will grade each assignment on the following scale:

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>98-100</td>
<td>A+</td>
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<tr>
<td>93-97</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<td>88-89</td>
<td>B+</td>
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<td>63-67</td>
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<tr>
<td>60-62</td>
<td>D-</td>
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<td>59-90</td>
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Classroom Protocol

You will receive more details about all of these assignments during the semester, but generally:
• All assigned work is due at the beginning of class, whether turned in online or in hard copy. Printing problems are not an excuse. LATE work will be downgraded a half-grade every day it is late. I strongly suggest you invest now in an inexpensive printer ($50-100) of your own if you do not have one already.

• Unless otherwise noted, all work must be typed and double-spaced in a plain 12 point font with one-inch margins all the way around the page. Except for formal essays, for EVERYTHING you turn in, please write your full name at the top right of the page, along with date and topic. Handwritten work is not acceptable, unless specifically stated in class.

• Grade checks – If you require a midterm grade check of any kind (athletic, EOP, fraternity/sorority, etc., personal), you must come to my office hours. I cannot guess your grade in class, or email your request. Come to my posted office hours for a quick discussion and I will sign off on your request. No exceptions.

• My office is in Dudley Moorhead Hall (DMH), 238A. DMH is on San Fernando Street, just two buildings down from the MLK Library. Please come by and see me during office hours at least once during the semester. Seeing your professor during office hours is an excellent habit to establish – you can ask a question, clarify your understanding of lecture material, we can just chat about how you are doing in class, or you can ask about my little girl. Office hours are part of our job as professors, and you absolutely have the right to our time.

• And finally, I assume you are adult and are in this class because you want an education. You do not need to ask my permission to leave early, go to the bathroom, etc. This also means that if you are chattering with a friend, texting, playing videogames, or are in any way disruptive to me or other students, I will ask you to leave.

University Policy & Resources

General Expectations, Rights and Responsibilities of the Student

Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises (S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf). In general, students should always seek clarification or address concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Campus policy in compliance with the Americans with Disabilities Act:

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability (Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf).

Consent for Recording of Class and Public Sharing of Instructor Material

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
• It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
• In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent” (Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf).

Academic Integrity Statement (From Office of Judicial Affairs):

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections is a campus-wide resource offering mentoring and tutoring. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. Small group, individual, and drop-in tutoring is available for a number of undergraduate courses, as well as consultation with. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. You might also see this list of “Homegrown Handouts” on various writing issues and problems at http://www.sjsu.edu/writingcenter/handouts/

SJSU Counseling Services
The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

Videos
Videos are regularly scheduled during class time, but can also be seen independently at the IRC, in the southeast end of Dudley Moorhead Hall. They are generally open from 8am to 9pm, but call to check at 4-2888.
Course Schedule Fall 2015
WOMS 101 / Study of Women

Schedule subject to change. All readings online at the Canvas website

Week 1 – 8/24 Introduction to Gender
Read: OpenStax, “Sex, Gender & Sexuality” (on Canvas)
Fausto-Sterling, “The Five Sexes Revisited”
Schwartz, “Taking Notes: Is the Pen Mightier?”
Film: Straightlaced (sels)

Week 2 – 8/31 Denaturalizing Gender Inequalities
Read: Sen, “Many Faces of Gender Inequality”
McIntosh, “White Privilege, the Invisible Knapsack”
Eliot, “Learning thru Play”

Week 3 – 9/7 Gender & Culture Change
9/7 Labor Day Holiday
Film: Rosie the Riveter

Week 4 – 9/14 Feminist Frameworks
Read: Lorde, “Age, Race, Class, and Sex: Women Redefining Difference”
Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics and Violence”
Hooks, “Feminism: A Movement”

Week 5 – 9/21 Religious Influences on Gender Norms
Read: Lee, “Autobiography”
Braude, “The Meaning of Mediumship”
Clarendon, “Keeping the Faith” (contemporary)
Film: Deepa Mehta, Fire
9/23 Hand out midterm essay

Week 6 – 9/28 Science of Gender, Gender of Science
Read: Martin, “The Egg & the Sperm”
Gould, “Women’s Brains”
9/30 Midterm due
Film: Race, Power of an Illusion

Week 7 – 10/5 Feminism & Globalization
Read: Ehrenreich, “Global Woman”
Mohanty, “Defining Genealogies” OR “Under Western Eyes Revisited”
Petchesky, “Gendering Health and Human Rights”  
Film: *Maquilapolis*  

**Week 8 – 10/12 Work & Family in a Global Society**  
Read: Carrillo, “Best of Care: Latinas as Transnational Mothers…”  
Mainardi, “On Housework”  

**Week 9 – 10/19 Masculinities**  
Read: Kimmel, “Masculinity as Homophobia”  
Espiritu, “All Men Are Not Created Equal: Asian Men in U.S. History”  
Kaufman, “The Construction of Masculinity and the Triad of Men’s Violence”  
Film: *Guyland*  

**Week 10 – 10/26 Women and the Prison Industrial Complex**  
Read: Davis, “How Gender Structures the Prison System”  
Suk, “Prison Born”  
Browse: Womenandprison.org  

*Hand out midterm essay #2*  

**Week 11 – 11/2 Sexualities**  
Read: Valenti, “Feminists Do It Better”  
Guttmacher, “Facts on American Teens’ Sexual and Reproductive Health”  
Film: *Flirting with Danger*  

11/4 Midterm #2 due at start of class  

**Week 12 – 11/9 The Body & Sport**  
Read: Burton Nelson, “Boys Will Be Boys…”  
Messner, “Boyhood, Organized Sports, and the Construction of Masculinities”  
11/11 Veterans Day Holiday  

**Week 13 – 11/16 Body Politics**  
Film: Kilbourne, *Killing Us Softly*  

**Week 14 – 11/23 Research Day**  

**Week 15 – 11/30 Student Presentations**  

**Week 16 – 12/7**  
Final Papers Due
The primary research assignment for this class is either an 8-10 page analytical research paper OR a 6-8 minute lecture presentation to the class. The research paper is due at the start of the last day of class, Monday, December 7, or the lecture will be given the week of November 30. Your research project should be an original work of scholarship on an intersecting feminist or gender issue that interests you. Topics are entirely of your own choosing, though I offer some suggestions below.

This is a formal research project; you must use at least five independent research sources -- at least two books, at least two journal articles. One source may be assigned course reading. You are strongly encouraged to stay with social science journals (sociology, anthropology, history, ethnic studies, feminist studies). At least one of your sources should be a feminist or ethnic studies journal. I highly recommend re-browsing the course reading assignments to find those most interesting to you. Look to the footnotes or bibliography of a particular reading to start searching for other references on the same topic.

PAPER OPTION

Your paper should be 8-10 pages in a standard 12 point type (Times/Times Roman is best) with a one-inch margin on all sides. This is a formal research paper with cover page, in-text citations and reference page. I recommend ASA style (see link on Canvas) but if you are already familiar with another style guide for your major (APA, MLA), you may use that as long as you are consistent and accurate. I will circulate a rubric later that will show you exactly how the paper will be graded.

PRESENTATION OPTION

Your presentation should be 6-8 minutes in length with some sort of accompanying visual aid (Powerpoint, images, poster, etc.) that will clarify your presentation for the class. You will speak from the main podium and have access to the main computer and Smartboard. You may bring your own laptop or use one of the classroom laptops as well. The day of your talk, you should turn in to me a copy of the text of your speech and visuals.

A research talk is very different from a research paper, so plan accordingly. My main advice is: practice, practice, practice. Delivering a talk always takes longer than you think it will, so be sure yours falls within the 6-8 minute limits. An average speaker delivers one page of double-spaced text (~250 words) in two minutes, but time yourself to see your rate. I will circulate a grading rubric for the presentation later as well.

Deadlines:

Wed 11/18  General topic & at least four preliminary sources (or sooner)
Mon 12/7   Final paper due in class

Some questions to lead you to possible topics

- How have Catholic/Mormon/Jewish religious organizations responded to same-sex couples?
- What are the long-term effects of keeping infants with their mothers in prison (for moms, for babies)?
- How has Western feminism responded to critiques by women in the global South?
- Why was the Beijing Women’s Conference so important for feminism?
- What role do men and women of color play in the GLBT movement?
- How has prosecution of domestic violence changed in recent years?
- How have private prisons changed the correctional system?
- What progress have domestic workers (as a group) made in recent years?
- How has blues music reflected issues of women’s sexuality?
- Which states still claim to regulate morality and vibrators? Why and how?
- How has the treatment of sexual assault changed over time?
As you look up keywords relating to this topic, let your interests guide you through the various books and articles you find. Choose two or three key resources, look them up and browse them, and look at those footnotes to find more sources. Keep looking and reading, narrowing your topic as you go, until you have a sufficiently narrow topic that you can tackle in 8-10 pages.

Finally, please remember that copying anyone else’s work is dishonest, and defeats the entire purpose of your education. I am very good at finding plagiarism. Students found plagiarizing will be reported to the Dean for disciplinary action, and will receive an F in the course. Do your own work.

Additional Resources:
Writing a Research Paper - http://owl.english.purdue.edu/owl/resource/658/01/
What is plagiarism? Do tutorial at http://tutorials.sjlibrary.org/plagiarism/index.htm

- Please remember that Wikipedia.org, about.com, infoplease.com are NOT academic sources. You might scavenge some info from them, but be sure to find it verified in an academic source elsewhere.

- Avoid colloquial or informal terms in a formal research paper.
  
  Kids nowadays are more sexually active.
  
  It wasn’t that great.
  
  This is a big issue for women.

- Avoid superlatives (very, extremely, really, supremely). They tend to make your statement weaker rather than stronger.

- Avoid redundancy
  
  Ex. It is important to note that there are many different types of families.
  
  (Obviously, it is important or you wouldn’t be discussing it)

  A stronger sentence would be:

  There are many different types of families.
  
  (Better, but try not to use the verb “to be” [is, am, are, were, are being] too often.)

  The strongest sentence would include an active verb instead:

  The concept of family ranges from the traditional “nuclear family” to various types of extended families.

- Cliches to ALWAYS avoid

  Throughout time, we have always….. Ahistorical, vague. Be specific.

  Webster’s defines X as … Use a more specific definition from your text or reading or class discussion. Dictionaries are for kids.