General Education Annual Course Assessment Form

Course Number/Title ___WOMS 101_Study of Women___  GE Area ___Area S____________________

Results reported for AY __2017-18___  # of sections __4________  # of instructors ___1_______

Course Coordinator: ____Susana L. Gallardo___________  E-mail: ____susana.gallardo@sjsu.edu____

Department Chair: ___Carlos Garcia_______________  College: ___Social Sciences______________

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

GELO 1: Students will 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 within contexts of equality and inequality.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

We offered two sections of WOMS 101 in both fall and spring semesters for a total of 129 students. GELO 1 was assessed by the midterm assignment in which students interviewed family members for their work histories and analyzed those histories in terms of race, gender, ethnicity, sexuality, or any other relevant identities.

Fifty-one students completed the assessment in an excellent manner, conveying an adept understanding of the way identities interact with cultural influences in situations of inequality. Fifty nine students completed the assessment in a strong manner, manifesting a clear understanding. Seventeen students completed the assessment satisfactorily, and 2 students completed it less than satisfactorily.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

No modifications are currently planned.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):
(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, all sections are currently aligned.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

Students receive writing practice and support in three ways: 1) multiple in-class writing assignments, “brain dumps” 2) they are offered the opportunity to rewrite the midterm essay for a partial grade increase, 3) the research assignment is scaffolded so that students work in pairs to turn in initial topic, then individual draft for feedback before turning in final paper.
A Family Work History
Interview Project

This assignment is an informed reflection and analysis of your family’s work history, with careful attention to 1) the various kinds of work we’ve discussed in class so far, and 2) the way that work interacts with gender, race/ethnicity, and class in your own family.

To get started, write or sketch a simple (one page) “work tree” diagram of your family’s occupational history. Include your parents, grandparents, aunts, uncles, and any siblings not in school. Include name, type/s of work for each family member as well as place (workplace and city/region/country).

Then pick at least two family members and do a short interview with each –in person is best, but phone is okay. A list of possible interview questions is below, but these are suggestions. Use your judgement about which questions might be more helpful than others, and let your interviewee determine the direction of your experience of work. Remember to ask about all the different kinds of work they do!

When you’re done, take time to think about the major themes that emerge out of each interview. Pay attention to the details of each individual’s life, but also consider the bigger picture of your general family – how have they crossed class lines, cultural/regional lines, citizenship lines? How were their work choices shaped by gender, ethnicity, class, sexuality, ability? Consider your family’s work history in light of our readings and discussion of women’s (and men’s) work, the five types of work. Who “worked” in your family, and who got paid?

You might think about how your family’s work choices affected family traditions, and family culture. Was work just a necessity, a profession, a “career”? How did your family shape your attitude toward work? Whose work was taken for granted? Whose work was considered the mainstay of the family? Why?

Then formulate a thesis about your family in general, or one or two persons, and write an 8-page essay about the meaning of work in your family. Your thesis is entirely up to you, but should include in-depth material from at least two family members -- a comparison of two family members, or the progression of work in three different generations, or a more general discussion of your family’s work history. Your essay must connect your family experience to our course reading in work, race/ethnicity, and gender, and/or sexuality. For example, you might write about your general family trajectory from agricultural work to self-employment; or how your family has migrated across the country following your mom’s professional career; or how your grandpa’s union job moved the rest of your family into the middle class. Whatever you write, be specific with details and examples from your interviews. Stories and quotes can make your paper lively and interesting.

The best essays will include two or three direct quotes from at least two of your family members, with enough details that the reader will feel they know your subject. It is up to you to analyze the individual stories of your family members with any analytical material we’ve discussed in class. Your paper should also include that initial drawing you made with your family work tree, drawn up however you choose.

Two notes:
1. “Family” is self-defined. You know who your family is, whether it’s nuclear or extended or foster parents or neighbors or some other mentors. Ideally, your tree should include no few than five people.
2. A warning: Your siblings are unlikely to have enough work experience to warrant a place in this paper. You are strongly encouraged to look to at least a grandparent or aunt/uncle for the purposes of this paper.
This is a formal essay which constitutes 25% of your course grade, so plan carefully. Papers should be typed, double-spaced, preferably in Times 12 pt font. **Papers are due Monday, Oct 16 (Sec 1), and Tuesday, Oct 17 (Sec 2) at the beginning of class.** Please put a coverpage on your essay, with your name, course and section, and date at top right, and a **unique title** in the middle of the page. Please number your pages.

Essays will be graded on:
- How well you represent different members of family (60%)
- Thoughtfulness about gender and work, and accurate use of class terms and concepts used (30%)
- Organization and grammar (10%)

You may cite course readings informally (Amott & Matthaei, 232) (lecture, 3/10/17) and be sure to cite your interviews in your bibliography. For example,
  
  Juarez, Ana. Personal interview. 1/10/17.
  Gallardo, Susana. Phone interview. 1/3/17.

**Suggested questions** –

These are possible questions to get you started, to get your interviewee thinking about their work experience. Always give them time to think about their answer….don’t move on too quickly. Always ask for clarification if you don’t understand, and **listen carefully**.

- Where do you work now? How did you get this job/where did you learn about it?
- What do you like about your current job? What do you dislike about it? What’s the hardest part about it? Why do you stay?
- What was your very first wage job?
- What kind of work did you do as a child? As a teenager? What did your parents expect of you? What kinds of work did you learn growing up? Did it differ from your brothers/sisters?
- What kind of work did your parents do? Their parents?
- What was your first official job? How did you get it and why? Did you stay in that field? Why? What about later jobs? What kinds of education/experience/credentials did you have? What were the working conditions like? What did you like most about this job? What did you dislike?
- When did you change jobs and why? What circumstances changed or affected your choice of work (economy, immigration, family responsibilities?) What kinds of benefits did your work have, and how did that affect your family’s well-being?
- What other kinds of work have you done? Why did you change?
- Is your work a vocation, a career, or just a paycheck, or something in between? Has it always been like that?
- Would you like your children to have a similar work history, or something different?
- What kind of work do you do at home? What kinds of unpaid work do you do? How long have you done that? Has that changed over the years?
- Do you feel like you chose your work in life, or did your work just find you? Have you ever thought about whether your work choices influenced by gender, class or race?
- Have you always done “socially acceptable work” or have you done any kind of unusual work?
- Do you think your work influenced the kind of work your kids chose?
- Is the workplace different today than when you first started? How? (Be specific)
- If you could choose now, what kind of work would you do? Why?
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 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. I strongly recommend that you print out each reading and keep in a notebook or folder. You must bring weekly readings to class every Thursday for discussion. For inexpensive copies, I recommend San Jose Copy (6¢ ea) at 109 E. Santa Clara Street (next to Chevron), (408) 297-6698.

Assignments and Evaluation
25% Participation (incl. in-class work, discussion leading, and twitter)
25% Reading Quizzes
25% Midterm Essay & presentation
25% Final Research project & presentation (w/partner)

GE Learning Outcomes (GELO)
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: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

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.

Class Participation
The strength of this course depends largely on the strength of your contributions as individuals from different backgrounds and perspectives. Twenty-five percent of your grade depends on how you participate in class, in groups and online. This includes in-class writing, study guides, twitter posts, and a 20 minute group discussion presentation. These assignments cannot be made up if you miss class, but students will each receive a 20-point grace.

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.
- 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.

Midterm
The midterm is a takehome essay drawing on readings from throughout the first half of the semester. More details will be given the fifth week of class.

Reading Quizzes
Reading quizzes are very simple 10- or 20-point tests on basic reading content. They are intended only to motivate you to keep up with your reading. Reading quizzes are always given in the first five minutes of class, so do not be late! Reading quizzes cannot be made up!

Final Research Paper & Presentation
Students will work with a partner to read and review a current publication in the area of Women’s Studies. Students will each write a 7-8 page analytical review of the book, and make a joint presentation to the class on the topic.

WOMS 101 Twitter Posts!
Part of your participation is to follow an online news source on any one of the gender/racial/ethnic 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.

All students must make eight separate posts to the class twitter feed #sjuwoms by Mon, 11/27. A post means a link to a news article along with one or two sentence commentary about why the post is relevant to class. You may only post once a week, but when is up to you (8 posts total for the semester).
Final Exam

There is no final exam in this class. If that bothers you, I can probably come up with something.

Classroom Protocol

You will receive more details about all of these assignments during the semester, but generally:

• Due Dates - 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 full grade the first day it is late, and half-grade every day thereafter. I strongly suggest you invest now in an inexpensive printer of your own if you do not have one already.

• Exams – You may not make up a missed exam unless you have a documented medical emergency. No exceptions. If you have a documented illness or emergency, you will take the make-up exam on the day of the final. The make-up exam may be essay or multiple-choice, at my discretion.

• Format - 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. EVERYTHING you turn in should have your full name at the top right of the page, followed by Course and Section number, then date and topic. If this form is not followed, I will not accept your work. 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.

• Office hours - My office is in Dudley Moorhead Hall, second floor, room 238A, on the edge of campus at San Fernando Street, two buildings down from MLK library. Please come see me during office hours at least once or twice 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 daughter. Office hours are part of our job as professors, and you absolutely have the right to take advantage of 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.

Communication

Finally, please read this syllabus carefully! This is our contract for the semester and it contains all the information you need to be successful in this class. If a question comes up that is not answered here, please ask me in class or send me an email…..
Please remember that all email correspondences with the instructor must be written in a professional manner. **All emails MUST have the course and section number in the subject heading.** Each email should begin with “Dear Prof Gallardo” or “Dear Dr. Gallardo” and include a brief message that begins with your primary reason for contacting the instructor; not include shorthand, slang, or unnecessary abbreviations (e.g. LOL, wassup?, plz); and is signed with your full preferred name (e.g. – James Smith). E-mails and correspondences that do not follow this format will not receive a response. Please be advised that some emails may be answered via an email to the entire class or via an interpersonal exchange before or after class rather than via an individual response. Allow a minimum of 24 hours for the return of emails that will be sent primarily during business hours (Monday – Friday between 9 am – 5 pm).

**Canvas (http://sjsu.instructure.com)**

We will rely on SJSU’s learning management system, Canvas, for this course. You should have been automatically added to the Canvas site when you register for this class. I will use Canvas for class emails so please make sure you have enabled the email functions to your current email address (Account → Settings → View email). If you have problems, email ecampus@sjsu.edu for help.

**Grading Policy**

Grades are assigned on the following scale:

- 98-100 A+
- 93-97 A
- 90-92 A-
- 88-89 B+
- 83-87 B
- 80-82 B-
- 78-79 C+
- 73-77 C
- 70-72 C-
- 68-69 D+
- 63-67 D
- 60-62 D-
- 59- F

**Plagiarism**

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

**University Policy & Resources**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

**Videos**

Videos are regularly scheduled during class time, and most are from our library collection that you can access yourself in your library account. Just search for the title in the regular online catalog and login when prompted with your SJSU Student ID and password. You do not need a separate password to access library videos. You can also view videos 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 2017-18
WOMS 101 / Study of Women

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

Week 0 – 8/23 Introduction

Week 1 – 8/28 Gender as a Social Construct
Read: OpenStax, “Sex, Gender & Sexuality” (on Canvas)
   “Critical Analysis of an Article”
   Recommended: Schwartz, “Taking Notes: Is the Pen Mightier?”
Film: Gender & Communication

Week 2 – 9/4 Learning Gender
Read: Fausto-Sterling, “The Five Sexes Revisited”
      Eliot, “Learning thru Play”

Week 3 – 9/11 Denaturalizing Gender Inequalities
Read: Johnson, “Patriarchy, the System”
      Martin, “The Egg & the Sperm”

Week 4 – 9/18 Gender & Race
Read: Golash—Boza, Race & Racisms, ch. 1
      McIntosh, “White Privilege, the Invisible Knapsack”
Film: Race, Power of an Illusion: The House We Live In (Part 3)

Week 5 – 9/25 Women & Work
Read: Christine L. Williams, “The Glass Elevator, Revisited”
      Lata Murti, “Who benefits from the white coat?”
Hand out midterm essay

Week 6 – 10/2 History of U.S. Feminist Movements
Read: Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics and Violence”
      Hooks, “Feminism: A Movement”

Week 7 – 10/9 Intersectionality & Feminist Frameworks
Read: PHC, “Toward a New Vision”

Week 8 – 10/16 Feminisms & Globalization
Read: Ehrenreich, “Global Woman”
      Mohanty, “Defining Genealogies”
Film: Maid in America / 10/16 Midterm essays due / presentations begin
Week 9 – 10/23 Masculinities  
Read: Espiritu, “All Men Are Not Created Equal: Asian Men in U.S. History”  
Rios, “Criminal Justice Pipeline”  
Film: The Mask You Live In  

Week 10 – 10/30 Reproductive Rights  
Read: Silliman, “Undivided Rights”  
Sherwin, "Abortion thru Feminist Lens"  
Kennedy, “Could Women Be Trusted…”  
Guttmacher, “Facts on Abortion”  

Week 11 – 11/6 Sexualities  
Read: Valenti, “Feminists Do It Better”  
Wade, “Sex on Campus Isn’t What You Think”  
Guttmacher, “Facts on American Teens’ Sexual and Reproductive Health”  
Film: Flirting with Danger  

Week 12 – 11/13 Violence  
Read: Kaufman, “The Construction of Masculinity and the Triad of Men’s Violence”  
Hlavka, “Normalizing Sexual Violence”  

Week 13 – 11/20 Research Week  

Week 14 – 11/27 Student Presentations  
*Final Twitter counts in class*  

Week 15 – 12/4 Student Presentations  

Week 16 – 12/11 Review / Last day