San José State University
Department of Sociology and Interdisciplinary Social Science
Women, Gender, and Sexuality Studies Program
WOMS 169, Sexualities and the Body, Fall 2014

Instructor: Dr. Tanya Bakhru
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Office Hours: M/W 8:30-9am, Tuesday 10am-12pm, and by appointment
Class Days/Time: M/W 10:30am
Classroom: DMH 162

Course Description
This course is designed to interrogate the politics of sexuality and the body from a transnational feminist perspective. Throughout the term we will focus on international women's health and human rights and explore various issues that impact the sexuality of gendered bodies within a global context. This class will examine the intersections of race, gender, sexuality, culture, and nation. It will provide the participant with a nuanced and in depth understanding of how women's sexuality is expressed and given meaning in multiple ways and how gendered bodies are impacted by society.

Course Goals and Student Learning Objectives
By the end of this course you will be able to:
1. Describe how feminists have theorized the social constructions, health, sexuality, and human rights.

2. Identify various aspects of gender identity and sexuality which are politicized in society and describe those processes of politicization.

3. Employ critical thinking and writing skills, particularly in dealing with issues of sex, sexuality, gender, health, and human rights.

Required Texts/Readings
Textbooks
At the bookstore:


AND

WOMS 169 Reader. Available from San Jose Copy Canvas. There will be some readings posted to Canvas.

Classroom Protocol
I expect you to attend class regularly and participate in class discussions. Class will be a combination of lecture, discussion, guest speakers, and films. **All activities during class time, including guest speakers, films, and discussions, are part of the class and may be part of your exams or assignments.**

I have a **no late work policy.** Also, I do not accept any work by email. You may submit your work or take an exam early by prior arrangement.

You are expected to do all of the assigned reading for the week before class. You are expected to bring that day's reading to class, arrive on time, and participate in class discussion by asking and answering questions. Anticipate a reading load of 30-50 pages per week. Also anticipate spending a total of three hours per week, in class and study time, for each unit of college work attempted.

Furthermore, students are responsible for all assignments and announcements presented in class. If you are late or absent, it is your responsibility to contact another student.

**Plagiarism will not be tolerated and is a serious offense.** All references must be cited. Penalties for plagiarism range from an F in the course to expulsion from the university. Students suspected of plagiarism will be reported to the Office of Judicial Affairs for disciplinary action. For more information please see [http://tutorials.sjlibrary.org/plagiarism/](http://tutorials.sjlibrary.org/plagiarism/)

Please be aware of your conduct in class. Racist, sexist, homophobic, crude, or inappropriate remarks of any kind will not be tolerated. Respect your classmates and instructor: Always use civil discourse in class.

And **lastly, please turn off all phones during class sessions. I REALLY don’t like it when students text during class!!**

Guidelines for Civil Discourse
“Democracy is a means of living together despite our differences. Democratic deliberation is an alternative to physical violence. It is predicated on the assumption that it’s possible to disagree agreeably, that it’s better to laugh than cry, that one can vigorously contest the positions of one’s adversary without questioning his or her personal integrity or motivation, and that parties to a debate are entitled to the presumption that their views are legitimate if not correct.” –Thomas Mann
A Climate of Mutual Respect
A climate of mutual respect requires free expression, critical investigation, and the open
discussion of ideas. All of us must help create and sustain an atmosphere of tolerance, civility,
and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and
disagree without resorting to tactics of intimidation, harassment or personal attack. This
means opening ourselves to the lived experiences of others, which may not be our own, and
treating those experiences as valid. No one is entitled to harass, discriminate, or belittle
another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual
preference. On the other hand, we cannot permit ourselves to be silenced because we feel
awkward discussing politically sensitive issues.

Participating as a good listener while your peers are speaking is also critical. This is your role
as members of the audience. Good listening requires effort and energy; “audience member” is
not a passive role. Good listening entails offering attentive, supportive nonverbal feedback, and
asking questions or offering comments.

When you are involved in a class discussion reflect on the following:
Do you lead? Do you follow? Do you dominate the conversation? Are you hesitant to speak up?
Are you aware of other people’s desire to join in the conversation? Do you make sure everyone
has a chance to contribute? When you have an emotional reaction to something someone says,
how do you handle it?

A Note about Women’s Studies Classes
This class will be a challenge because:

The Workload- Officially, a three-unit course entails six hours of work outside the classroom.
Each week you will be expected to read between 30-50 pages and class assignments will
require a substantial amount of work outside of class.

Topic Matter- There will be frequent instances throughout the semester in which sensitive
and difficult issues will be discussed. Many of these issues will require an open mind. Feminist
readings of topics may go against moral or religious teachings with which you have grown up.
Frequently, students in this course find that they begin to see almost everything in a new light.
This experience can be both exciting and disturbing.

R-rating- As you will come to find, we may be using several texts that involve “profane”
language. Some of the films that we will use in class also contain nudity and/or violence.
Please be forewarned.

University Policies
Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade
giveness, 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/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

- “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.”
- “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.”

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. 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/.

Campus Policy in Compliance with the American 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. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that 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.

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, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. 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.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. 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.

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.
Assignments and Grading Policy

I grade using a point system. My grading system is very straightforward and simple. Your final grade is an accumulation of points you have earned throughout the semester.

The grading scale is as follows: 900-939 = A-; 940-969 = A; 970-1000 = A+; 800-839 = B-; 840-869 = B; 870-899 = B+; 700-739 = C-; 740-769 = C; 770-799 = C+; 600-639 = D-; 640-669 = D; 670-699 = D+.

In Class Participation: 10x10 points = 100
Ten times throughout the course you will be asked to do an in class writing response based on the readings, a film shown in class or guest speaker for that week. This is my way of assessing if you are doing your readings as well as coming to class. You cannot make up these writing responses. If you are not in class when they are assigned you will lose your points.

Class Facilitation: 1x200 = 200
One time during the course of the semester you will be asked to facilitate a class session with several of your classmates. This will require summarizing the readings, creating discussion questions for the class, making a presentation on the material for the week, and leading a discussion. More details on this assignment will follow.

Written Reading Responses 3x200 points = 600
To enhance our discussions in class you will be asked to prepare three written reading responses (4 pages, typed, double spaced, proof read, and include a references page) throughout the semester discussing the readings of your choice. In the papers, I want you to address two or more of the assigned readings for that week. While the form and content of the papers can vary, it is imperative that you:

1) Identify the central argument of the authors of the readings you discuss;
2) Synthesize the articles
   Synthesizing ≠ Summarizing
   How are the articles related to each other?
   What are the common themes, issues, ideas, that link them together?
3) State your response to the articles (do you agree, disagree, why, etc.);
4) Use evidence from the texts to support your own ideas.

Remember it is up to you when and on which articles you will respond. It is your responsibility to turn in three responses throughout the course of the semester. The responses are due the first day of the week of the readings to which you choose to respond.

Final 100 points
The final for this class will be explained when assigned.

Extra Credit:
There may be events outside of class time throughout the semester, lectures, films, etc. that I will give you extra credit for attending. These opportunities will be on a TBA basis.
# WOMS 169: Sexualities and the Body

## Course Schedule

*Schedule is subject to change with fair notice.*

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | 25/27 Aug  | **Introduction to the Course and Women’s Studies**  
Enloe:  
Preface, Chapter 1, and Chapter 2 |
| 2    | 1/3 Sep    | **Taking Women Seriously**  
Enloe:  
Chapter 3 and Chapter 9  
*Campus Closed September 1 for Labor Day* |
| 3    | 8/10 Sep   | **Transnational Feminist Theory**  
Reader:  
Nagar and Swarr- Introduction  
Alexander and Mohanty- Cartographies of Knowledge and Power |
| 4    | 15/17 Sep  | **Transnational Women's Health Movements**  
Reader:  
Petchesky - Transnationalizing Women's Health Movements  
Petchesky - The UN Conferences as Sites of Discursive Struggle |
| 5    | 22/24 Sep  | **The Beijing World Conference and the ICPD**  
Reader:  
Hawkesworth- International and Transnational Political Activism  
Canvas:  
Women and Health Executive Summary  
UN Millennium Development Goals  
ICPD and Human Rights |
| 6    | 29 Sep/1 Oct| **Women's Health, Poverty, and Rights: The Symbolic Meaning of Sexuality and Bodies**  
Murray:  
Prologue and Chapter 1  
Reader:  
Fischer- Purity and Pollution  
Barber- Sex and Power  
Toor- How Not to Talk About Muslim Women |
| 7    | 6/8 Oct    | **The Value of Women and Girls, Son Preference, and Phallocentrism**  
Murray:  
Chapter 2 |
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<td>Reader:</td>
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<td></td>
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<td>Kaye- Sexual Intercourse</td>
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<td>Gavey- Viagra and the Coital Imperative</td>
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<td>Tolman- Adolescent Girls’ Sexuality</td>
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<td>13/15 Oct</td>
<td><strong>The Politics of AIDS</strong></td>
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<td>Murray:</td>
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<td>Chapter 4 (The Female Face of AIDS)</td>
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<td>Reader:</td>
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<td>Gunsaulus- The Politics of AIDS</td>
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<td>Farmer et al.- Women, Poverty, and AIDS</td>
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<td>20/22 Oct</td>
<td><strong>Maternal Mortality</strong></td>
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<td>Murray:</td>
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<td>Chapter 5</td>
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<td>Amnesty International- Deadly Delivery</td>
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<td>Film: Birth of a Surgeon</td>
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<td>10</td>
<td>27/29 Oct</td>
<td><strong>Gendered and Sexualized Labor</strong></td>
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<td>Davidson- Sexual Tourism</td>
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<td>Agustin- Migrant Sex Work and Trafficking: Sorting Them Out</td>
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<td>Film: The Price of Sex</td>
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<td>11</td>
<td>3/5 Nov</td>
<td><strong>The International Surrogacy Industry</strong></td>
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<td>Twine- The Industrial Womb</td>
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<td>Deomampo- Transnational Surrogacy in India</td>
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<td>Film: Made in India</td>
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<td>12</td>
<td>10/12 Nov</td>
<td><strong>Reproductive Health, Justice, and Abortion Rights</strong></td>
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<td>Reader:</td>
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<td>Bakhru- Movement, Consumption, and Choice</td>
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<td>Reich- Mis-conceptions About Unintended Pregnancy</td>
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<td>Luna- From Rights to Justice</td>
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<td>17/19 Nov</td>
<td><strong>Women and Aging</strong></td>
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<td>Murray:</td>
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<td>Chapter 9</td>
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<td>Reader:</td>
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<td>Loe- Sex and the Senior Woman</td>
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<td>Film: Still Doing It</td>
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<td>24/26 Nov</td>
<td><strong>Sexual Pleasure</strong></td>
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<td>Reader:</td>
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<td>Moore- Polishing the Pearl</td>
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<td>Richters- Orgasm</td>
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<td>Romeo and Kelley- Incorporating Human Sexuality Content into Positive Youth Development Framework</td>
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<td>No class November 26</td>
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<td>Thanksgiving Break November 27-30</td>
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<td>15</td>
<td>1/3 Dec</td>
<td><strong>Women Taking Action</strong></td>
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<td>Murray:</td>
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<td>Reader:</td>
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<td>Ajinkya- Intersecting Oppressions: Rethinking Women's Movements in the U.S.</td>
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<td>16</td>
<td>8/10 Dec</td>
<td><strong>Review and Prepare for Final</strong></td>
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<td>Final Exam</td>
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<td><strong>TBA</strong></td>
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