San José State University
Department of Interdisciplinary Social Science
WOMS 101, Study of Women, Spring 2014

Instructor: Dr. Tanya Bakhru
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Office Hours: Mondays 12:00-1:00pm, Thursdays 11:00am-12:00pm and by appointment
Class Days/Time: T/Th 12:00-1:15pm
Classroom: DMH 162

SJSU Studies General Education Guidelines

This course meets the GE SJSU Studies requirement for Area S: Self, Society, and Equality in the U.S. Note: Courses to meet Areas R, S, and V must be taken from three different SJSU departments. For complete information, go to the Undergraduate Studies website at http://www.sjsu.edu/ugs

Area S Writing Requirement
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.

Course Description
The Study of Women is an investigation into social, economic, and political factors that shape the politics of women’s bodies and sexuality. Because mainstream (non-feminist) approaches to sex politics are well represented in the media and in other courses, this class focuses on feminist approaches and critiques. The readings, assignments, and subsequent discussion for this course are designed to cultivate a broad understanding of feminist perspectives and participation in sex politics.
Course Goals and Student Learning Objectives

1. Demonstrate knowledge and understanding of theoretical concepts, research methodologies and their application to current issues.

2. 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.

3. Identify historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

4. Summarize social movements which have led to greater equality and social justice in the United States (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age.)

5. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S.

Required Texts/Readings

Textbook

At the bookstore:


There will also be a few readings that can be accessed through Canvas.

To get on your own:

AND one book from the following list:
OR
OR

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/

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.

Assignments and Grading Policy
I grade using a point system. My grading system is very straight forward 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 Activities: 10x 10 = 100 points
Ten times throughout the course you will be asked to do an in class writing response or group activity based on either the readings for that week, a film shown in class, or guest speaker. These responses are my way of assessing that you are completing the reading as well as coming to class. You cannot make up these responses. If you are not in class when they are assigned you will loose your points.

Class Facilitation: 200 points
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 synthesizing 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.

**Exam Essays 2x 200 = 400 points**

Two times in the semester I will give you a set of questions to respond to regarding readings assigned for the class. The response will be due about 1 week after I give out the prompt. You will be assessed on your ability answer the prompt fully, provide your own stance in relation to the reading response prompt, and draw connections to the assigned reading. Each short essay should be 4 pages, typed, double spaced, proof read and include a bibliography. Due dates for these assignments are in the syllabus.

**Final 300 points**

The final for this class will be a research paper the details of which 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.

**University Policies**

**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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](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](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](http://www.sjsu.edu/studentconduct/) is available at [http://www.sjsu.edu/studentconduct/](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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf](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)](http://www.sjsu.edu/aec) at [http://www.sjsu.edu/aec](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](http://www.sjsu.edu/at/asc/) at [http://www.sjsu.edu/at/asc/](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.
## WOMS 101: The Study of Women
### Course Schedule

*Schedule is subject to change with fair notice.*

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>23 Jan</td>
<td>UNIT 1: AN INTRODUCTION TO FEMINISM</td>
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<td>Introduction to the Course</td>
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<td>2</td>
<td>28/30 Jan</td>
<td>Feminism is for Everybody</td>
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<td><em>Feminism is for Everybody</em> – Hooks</td>
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<td>pgs. 1-60</td>
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<td>3</td>
<td>4/6 Feb</td>
<td>Feminism is for Everybody</td>
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<td><em>Feminism is for Everybody</em> – Hooks</td>
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<td>pgs. 61-End</td>
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<td>4</td>
<td>11/13 Feb</td>
<td>UNIT 2: SOCIAL CONSTRUCTION OF SEXUALITY</td>
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<td></td>
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<td>- A History of Women's Bodies, Rose Weitz</td>
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<td>- Believing is Seeing: Biology as Ideology, Judith Lorber</td>
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<td>- Becoming a Gendered Body: Practices of Preschools, Karin A. Martin</td>
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<td><em>February 13- Gendered Bodies Observation</em></td>
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<td>5</td>
<td>18/20 Feb</td>
<td>Medicalization, Natural Childbirth and Birthing Experiences, Sarah Jane Brubaker and Heather E. Dillaway</td>
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<td>Foucault, Femininity, and the Modernization of Patriarchal Power, Sandra Lee Bartky</td>
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<td>Integrating Disability, Transforming Feminist Theory, Rosemarie Garland-Thomson</td>
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<td><em>Film: Passion and Power</em></td>
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<td>6</td>
<td>25/27 Feb</td>
<td>UNIT 3: THE POLITICS OF SEXUALITY</td>
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<td>- Compulsory Heterosexuality and Lesbian Existence - Rich</td>
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<td>- Thinking Sex –Ruben (Both articles can be found on Canvas)</td>
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<td>Heterosexual Questionnaire (In Class)</td>
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<td><em>Exam Essay I Due</em></td>
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<td>Week</td>
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| 7    | 4/6 March  | • Breasted Experience: The Look and the Feeling –Young  
• Daring to Desire: Culture and the Bodies of Adolescent Girls, Deborah L. Tolman  
• A Tale of Two Technologies: HPV Vaccination, Male Circumcision, and Sexual Health, Laura M. Carpenter and Monica J. Casper  

*Film: Mosquita Y Mari* |
| 8    | March 11/13| *Stone Butch Blues* –Feinberg  
Chapters 1-13  

*Film: Before Stonewall* |
| 9    | 18/20 March| *Stone Butch Blues* –Feinberg  
Chapters 14-End  

*Guest Speaker: Drew House*  

*24-28 March –Spring Break* |
| 10   | 1/3 April  | • Get Your Freak On’: Sex, Babies, and Images of Black Femininity–Collins  
• Brain, Brow, and Booty: Latina Iconicity in U.S. Popular Culture –Guzman and Valdivia  
• Making Space: Articulating an Inclusive Framework of Reproductive and Sexual Health Politics –Bakhru (Canvas) |
| 11   | 8/10 April | **UNIT 4: THE POLITICS OF APPEARANCE**  
• Branded with Infamy: Inscriptions of Poverty and Class in the United States – Adair  
• Letting Ourselves Go: Making Room for the Fat Body in Feminist Scholarship –Hartley (Canvas)  
• Navigating Public Spaces: Gender, Race, and Body Privilege in Everyday Life, Samantha Kwan |
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| 12   | 15/17 April  | - Designing Women: Cultural Hegemony and the Exercise of Power Among Women who Have Undergone Elective Mammoioplasty, Patricia Gagné and Deanna McGaughey  
      | - Reclaiming the Female Body: Women Body Modifiers and Feminist Debates –Pitts  
      | Exam Essay 2 Due                                                                                                                                                                                                            |
| 13   | 22/24 April  | - Women and Their Hair: Seeking Power Through Resistance and Accommodation, Rose Weitz  
      | - The Moral Underpinnings of Beauty: A Meaning-Based Explanation for Light and Dark Complexions in Advertising, Shyon Baumann  
      |                                                                                                                                                                                                                          |
| 14   | 29 April/1 May | UNIT 5: THE POLITICS OF BEHAVIOR  
      | - Hijab and American Muslim Women: Creating the Space for Autonomous Selves, Rhys H. Williams and Gira Vashi  
      | - Compulsive Heterosexuality: Masculinity and Dominance, C.J. Pascoe  
      | - Being Undocumented and Intimate Partner Violence (IPV): Multiple Vulnerabilities Through the Lens of Feminist Intersectionality, Margaret E. Adams and Jacquelyn Campbell  
      | Peer Health Education Presentation                                                                                                                                                                                              |
| 15   | 6/8 May      | - From the ‘Muscle Moll’ to the ‘Butch’ Ballplayer –Cahn  
      | - ‘Holding Back’: Negotiating a Glass Ceiling on Women’s Strength –Dworkin (Canvas)  
      | May 6- Gym Observation  
      | Film: Girl Wrestler                                                                                                                                                                                                           |
| 16   | 13 May       | Review and Workshop Final Papers                                                                                                                                                                                                     |
| Final Exam |             | Venue and Time TBA                                                                                                                                                                                                                      |