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 (next to Chevron), (408) 297-6698.

Assignments and Evaluation

25% Participation (incl. in-class work, discussion leading, and twitter)
25% Midterm
25% Final Research paper (indiv, due before Turkey Day) & presentation (w/partner)
25% Final Exam

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. That fourth is calculated based on 200 points total—100 for in-class freewrites and groupwork, 50 for Twitter posts, and 50 for leading class discussion. These assignments cannot be made up if you miss class.

- Twitter news - Part of your participation is to follow an online news source on any one of the 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. All students must post some news item at least eight times regularly to the class twitter feed at #ws101. You may only post once a week, but when is up to you (8-10 posts total for the semester). I encourage you to choose a community other than your own, but it’s up to you.

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 will cover all readings, lectures, films, and discussion in the first eight weeks of the course.

Final Research Paper & Presentation
All students will research a topic of their choosing with a partner, make a 5-6 minute presentation on their research to the class, and write a 7-8 page individual research paper on the topic. I encourage you to get an early start on your project as presentations will begin right after spring break. Research papers will be due on Monday, May 2.

Final Exam
The final exam is comprehensive over the entire content of the course, with a slight emphasis on the later half. The final exam as decided by the Registrar is 12:15 – 2:30 pm Friday 12/16.

Grading Policy
I will grade each assignment on the following scale:

<table>
<thead>
<tr>
<th>98-100</th>
<th>A+</th>
<th>88-89</th>
<th>B+</th>
<th>78-79</th>
<th>C+</th>
<th>68-69</th>
<th>D+</th>
<th>59- F</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-97</td>
<td>A</td>
<td>83-87</td>
<td>B</td>
<td>73-77</td>
<td>C</td>
<td>63-67</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>80-82</td>
<td>B-</td>
<td>70-72</td>
<td>C-</td>
<td>60-62</td>
<td>D-</td>
<td></td>
</tr>
</tbody>
</table>
Canvas (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 and 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.

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. For EVERYTHING you turn in, please write your full name at the top right of the page, along with class, section (WS101.2), 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.
- Office hours - My office is temporarily in Sweeney Hall, third floor, room 333A. Sweeney is next to the Seventh Street parking structure. Because my office has very little space to meet and talk, I will be scheduling appointments for office hours at different sites on campus. Please drop me an email or talk to me after class if you’d like to meet. 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 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.

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, 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 2016  
WOMS 101 / Study of Women  
Schedule subject to change. All readings online at the Canvas website

Week 0 – 8/25 Introduction

Week 1 – 8/30 Gender as a Social Construct
Read: OpenStax, “Sex, Gender & Sexuality” (on Canvas)  
“Critical Analysis of an Article”  
Schwartz, “Taking Notes: Is the Pen Mightier?”

Week 2 – 9/6 Defining Gender
Read: Fausto-Sterling, “The Five Sexes Revisited”  
Eliot, “Learning thru Play”
Film: Straightlaced

Week 3 – 9/13 Denaturalizing Gender Inequalities
Read: Sen, “Many Faces of Gender Inequality”  
Johnson, “Patriarchy, the System”

Week 4 – 9/20 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 – 9/27 Feminisms & Globalization
Read: Ehrenreich, “Global Woman”  
Petchesky, “Gendering Health and Human Rights”
Film: Maquilapolis

Week 6 – 10/4 Science of Gender & Race
Read: Martin, “The Egg & the Sperm”  
Gould, “Women’s Brains”  
McIntosh, “White Privilege, the Invisible Knapsack”
Film: Race, Power of an Illusion

Week 7 – 10/11 Religion & Gender Conflicts
Read: Genesis, ch. 1-2  
Braude, “The Meaning of Mediumship”  
Clarendon, “Keeping the Faith” (contemporary)
Film: Deepa Mehta, Fire
Week 8 – 10/18 Work & Family in a Global Society
Read: Carrillo, “Best of Care: Latinas as Transnational Mothers…”
Mainardi, “On Housework”

Week 9 – 10/25 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: Tough Guise

Week 10 – 11/1 Reproductive Rights
Read: Silliman, “Undivided Rights”
Kennedy, “Could Women Be Trusted…”
Review Petchesky from week 5

Week 11 – 11/8 Sexualities (Election Day!)
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 – 11/15 Violence
Read: See Canvas

Week 13 – 11/22 Research papers due

22/24 Turkey Day

Week 14 – 11/29

Week 15 – 12/6 Student Presentation

12/8 Last day

Final Exam: