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.

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.

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:

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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.
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 Intersectionality & Feminist Frameworks
Read: PHC, “Toward a New Vision”
   Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics and Violence”
   Hooks, “Feminism: A Movement”

Week 7 – 10/9 Feminisms & Globalization
Read: Ehrenreich, “Global Woman”
   Mohanty, “Antiglobalization Pedagogies & Feminism”
Film: Maid in America

Week 8 – 10/16 Religion and Gender
Read: Braude, “The Meaning of Mediumship”
Frederick, “Intro” to Between Sundays: Black Women & Everyday Struggles of Faith

Film: Deepa Mehta, Fire

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