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 skills. Assignments include various discussion and writing assignments as well as a final research paper.

Required Texts:
- Ross & Solinger, Reproductive Justice (Perseus, 2017)
- Jessica Valenti, Full Frontal Feminism (Seal Press, 2007, 2nd ed. 2014)

Both texts are in the bookstore or available at various places online. All other 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

- 20% Participation (incl. in-class work, discussion leading, and twitter)
- 40% Reading Quizzes
- 20% Midterm Essay & presentation
- 20% Final Research project & presentation

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 essay, 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 essay, 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 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. Participation assignments cannot be made up if you miss class.

**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 straightforward multiple choice tests on basic reading content. They are intended to motivate you to keep up with core reading in the class and constitute 40% of your grade. Reading quizzes are always given in the first twenty minutes of class, so do not be late! Reading quizzes cannot be made up!

**Final Paper & Presentation**

Students will write a short research paper and make a very brief 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.** A doctor’s appointment does not constitute a medical emergency. If you have a documented 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 have two options: 1) come to my posted office hours for a quick discussion and I will sign off on your request there. OR 2) complete the form linked on the front page of Canvas at least a week before your deadline, and I will bring your form to class.

- **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 48 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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<td>A</td>
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<td>A-</td>
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<td>88-89</td>
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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.
Course Schedule Fall 2018
WOMS 101 / Study of Women

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

Week 1 – 8/21 Gender as a Social Construct
Read: Valenti, “You’re a Feminist,” (ch.1)
OpenStax, “Sex, Gender & Sexuality” (on Canvas)
Recommended: Schwartz, “Taking Notes: Is the Pen Mightier?”
Film: Straightlaced

Week 2 – 8/28 Western Foundations of Gender Inequality
Read: Genesis, Popol Vuh selections

Week 3 – 9/4 Patriarchy & Inequalities
Read: Johnson, “Patriarchy, the System”
Ross & Solinger, Reproductive Justice, ch. 1

Week 4 – 9/11 Gender, Race & Intersectionality
Read: Golash-Boza, Race & Racisms, ch. 1
“Intersectionality”

Skim: McIntosh, “White Privilege, the Invisible Knapsack”
Film: Race, Power of an Illusion (Part 1, in class)
9/13 QUIZ #1

Week 5 – 9/18 Women & Work
Read: Christine L. Williams, “The Glass Elevator, Revisited”
Valenti, “Material World,” ch. 6
Espiritu, “All Men Are Not Created Equal: Asian Men in U.S. History”
“You Didn’t Ask”

Week 6 – 9/25 History of Feminisms
Read: Ross & Solinger, Reproductive Justice, ch. 3
Valenti, “I Promise,” ch. 9

Week 7 – 10/2 Women, Work & Globalization
Read: Ehrenreich, “Global Woman”
10/4 QUIZ #2

Week 8 – 10/9 Reproductive Justice
Read: Ross & Solinger, Reproductive Justice, ch. 2 (58-78)
Valenti, “If These Uterine Walls,” ch. 5
Week 9 – 10/16 Reproductive Justice in the 21st Century
   Read: Ross & Solinger, Reproductive Justice, second half ch. 2 (79-116)
   Valenti, “Real Women,” ch. 8
   Film: Trapped
   Midterm essays due

Week 10 – 10/23 Feminist Theory
   See Canvas for readings

Week 11 – 10/30 Parenting & Sexualities
   Read: Valenti, “Feminists Do It Better” and “Pop Culture Gone Wild,” ch. 2-3
   Ross & Solinger, Reproductive Justice, ch. 4
   Film: Flirting with Danger
   11/1 QUIZ #3

Week 12 – 11/6 Violence
   Read: Hlavka, “Normalizing Sexual Violence”
   Valenti, “Blame & Shame,” ch. 4
   Film: Tough Guise

Week 13 – 11/13 Research Week – group meetings

Week 14 – 11/20 Research Day – group meetings
   11/22 Turkey Day holiday

Week 15 – 11/27 Student Presentations
   11/26 Twitter counts due Monday night 11:59pm

Week 16 – 12/4 Student Presentations