Course and Contact Information

Instructor: Dr. Jack Cáraves
Office Location: DMH 220
Email: jack.caraves@sjsu.edu
Office Hours: Tuesday's: 6:00-7:00 pm and by appointment

Class Days/Time: Section 1: T/Th 1:30-2:45 pm
                Section 2: W 6:00-8:45 pm

Classroom: Section 1: T/TH in DMH: 231
            Section 2: W in DMH: 226A

Prerequisites: 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.

GE/SJSU Studies Category: Area S Writing Requirement

Course Website

Course materials such as syllabus, handouts, notes, assignment instructions, additional readings, etc. can be found on the Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking the messaging system through MySJSU at http://my.sjsu.edu to learn of any updates. Be sure to also review your Canvas notification settings, as announcements will be posted via Canvas. Elect to have announcements forwarded immediately to your primary email address. Do not rely on the Canvas site to substitute your presence in class. Your attendance is required to get a good grade. You will be required to submit your written assignments via Canvas. If you have any questions, come to my off hours or consult the eCampus website at http://www.sjsu.edu/ecampus/. Do not wait to ask questions until a few hours before an assignment is due. You may not receive a just-in-time response.

Course Description

Multidisciplinary introduction to traditional and new images, roles, experiences, ethnic similarities and differences, and contemporary problems of American women. Sex, Power and Politics, 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 gender and sex politics.

**Course Learning Outcomes (CLO)**

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 and Other Readings**

These textbooks are available for purchase at Spartan Bookstore and other outlets. Additional readings will be posted on our course Canvas webpage.


**To get on your own (free online):**


**AND chose one book from the following list (for your final):**


OR


OR


**Course Requirements and Assignments**

**10% In Class Activities:** 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 lose your points.

**20% Class facilitation:** 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.

**40% Exam Essays:** 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.

**30% Final Exam:** The final for this class will be a research paper the details of which will be explained when assigned.

**Extra Credit:** You have to opportunity to earn 1% in extra credit by attending an on-campus event that is related to the course. After attending the event write a 2-page, double spaced reflection, related to what you learned at the event and you must compare and contrast how it to one of the readings on the syllabus. You have two opportunities to do this throughout the semester—meaning you can earn up to 2% in extra credit. All extra credit is due via canvas, by December 6th at 11:59pm.

**Student Course Assessment**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>% Points Possible</th>
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<tbody>
<tr>
<td>In Class Activities</td>
<td>10%</td>
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<tr>
<td>Class facilitation</td>
<td>20%</td>
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<tr>
<td>Exam Essays</td>
<td>40%</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100% possible</strong></td>
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**Grading Scale**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92.9</td>
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<tr>
<td>B+</td>
<td>87-89.9</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
<td>80-82.9</td>
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<tr>
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<td>D+</td>
<td>67-69.9</td>
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<tr>
<td>D</td>
<td>63-66.9</td>
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<tr>
<td>D-</td>
<td>60-62.9</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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**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, transphobic, homophobic, fatphobic, 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!!**

**Email Protocol**

When emailing the instructor, you MUST include the following information in your draft. If not, your message will not be properly triaged by my email settings. Thus, you may not get a response to your email. And, if your question can be addressed by the syllabus, you may not get a response either.

**Subject:** WOMS 101-1 **OR** WOMS 101-2 **AND** [insert short topic of email content]

**Body:**

Dear Dr. (or Professor) Caraves,

After perusing the syllabus and checking in with a fellow classmate, I have a question regarding [insert question here].

Sincerely,

[insert First Name and Last Name]

Do not expect to receive an immediate reply. Expect your email to be returned within 48 hours, not inclusive of weekends. Because of this, make good use of office hours. If you are reading this far along into the syllabus, good for you!

**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

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at
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.

Resources for Students

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 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](http://www.sjsu.edu/writingcenter) 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](http://www.sjsu.edu/counseling) at http://www.sjsu.edu/counseling.
## WOMS 101: Sex, Power, and Politics

### Course Schedule

Schedule is subject to change with fair notice.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>8/21-8/22</td>
<td>Unit 1: AN INTRODUCTION TO FEMINISM Introduction to the Course and Syllabus Review</td>
</tr>
</tbody>
</table>
| 2    | 8/27-8/29 | **Feminism is for Everybody**  
Feminism is for Everybody – Hooks  
pgs. 1-60 |
| 3    | 9/03-9/05 | **Feminism is for Everybody**  
Feminism is for Everybody – Hooks  
pgs. 61-End |
| 4    | 9/10-9/12 | **UNIT 2: SOCIAL CONSTRUCTION OF SEXUALITY AND THE BODY**  
- A History of Women's Bodies, Rose Weitz  
- Believing is Seeing: Biology as Ideology, Judith Lorber  
- Becoming a Gendered Body: Practices of Preschools, Karin A. Martin  
Sept 13- Gendered Bodies Observation |
| 5    | 9/17-9/19 | - Medicalization, Natural Childbirth and Birthing Experiences, Sarah Jane Brubaker and Heather E. Dillaway  
- Foucault, Femininity, and the Modernization of Patriarchal Power, Sandra Lee Bartky  
- Integrating Disability, Transforming Feminist Theory, Rosemarie Garland-Thomson  
Film: Passion and Power |
| 6    | 9/24-9/26 | **UNIT 3: THE POLITICS OF SEXUALITY**  
- Compulsory Heterosexuality and Lesbian Existence - Rich  
- Thinking Sex –Ruben (Both articles can be found on Canvas)  
Heterosexual Questionnaire (In Class)  
Exam Essay 1 Due |
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<tr>
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| 7    | 10/01-10/03| - 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    | 10/08-10/10| *Stone Butch Blues* – Feinberg  
Chapters 1-13  

*Film: Before Stonewall*

| 9    | 10/15-10/17| *Stone Butch Blues* – Feinberg  
Chapters 14-End

| 10   | 10/22-10/24| - 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   | 10/29-10/31| **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

| 12   | 11/05-11/07| - Designing Women: Cultural Hegemony and the Exercise of Power Among Women who Have Undergone Elective Mammoplasty, Patricia Gagné and Deanna McGaughhey  
- Reclaiming the Female Body: Women Body Modifiers and Feminist Debates – Pitts  

*Exam Essay 2 Due*

| 13   | 11/12-11/14| - 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
<table>
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<tr>
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<tr>
<td></td>
<td></td>
<td><strong>UNIT 5: THE POLITICS OF BEHAVIOR</strong></td>
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</table>
| 14   | 11/19-11/21 | • 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 |
| 15   | 11/26-11/28 | • From the ‘Muscle Moll’ to the ‘Butch’ Ballplayer – Cahn  
|      |        | • ‘Holding Back’: Negotiating a Glass Ceiling on Women’s Strength – Dworkin (Canvas) |
|      |        | **11/26- Gym Observation**           |
|      |        | **Film: Girl Wrestler**              |
| 16   | 12/03-12/05 | **Review and Workshop Final Papers** |
| Final Exam |        | **TBD**                              |