



**SJSU WOMS 10.3 (47251)**  
**WOMS 10: Perspectives on Sex & Gender**  
**Fall 2019-20**

TTh 9-10:15am / DMH 231  
<http://sjsu.instructure.com/>  
Twitter: #sjsuwgss

Artwork by Maya Gonzalez

**Who is a “real” man or a “real” woman?** This course is a basic introduction to the study of gender and feminist studies that takes apart many popular ideas about male and female. With readings, films, and discussion, we will consider ideas about masculinity, femininity, biology, the gender binary, gender and sexuality as cultural constructs, as well as how these ideas play out in a modern society of inequalities. How does gender interact with race, class, and sexuality? How does it affect our lives, and the world?

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**. No prerequisites are necessary other than an interest in the subject, a willingness to consider new ideas, and a respect for views other than your own.

**Dr. Susana L. Gallardo**  
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Office: DMH 238A  
Office Hrs: Mon 11-12:30

### Assignments and Evaluation

- 25% Participation (includes in-class, discussion, and writing assignments, worksheets, etc)
- 15% One short essay
- 45% Three Quizzes, 15% each
- 15% Final Project

### Required Texts:

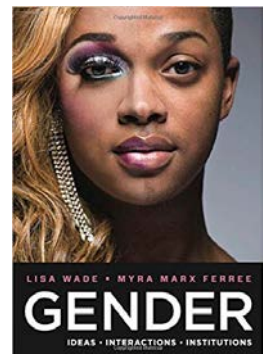
Wade & Marx Ferree, *Gender: Ideas, Interactions, Institutions* (W.W. Norton, 2015), available at SJSU bookstore or online. All other required readings will be provided on Canvas.

### GE Learning Outcomes (GELO)

#### Area D1 (Social Sciences – Human Behavior; no prerequisites)

At the successful completion of this course, students will be able to:

1. Place contemporary developments in cultural, historical, environmental, and spatial contexts. (Lectures, Quizzes)



2. Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them. (Quizzes 1 & 2)
3. Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. (Quiz 3)
4. Recognize the interaction of social institutions, culture, and environment with the behavior of individuals. (Lectures, Quizzes 1 & 2)

## Course Requirements & Assignments

### PARTICIPATION

This course is all about you, and us! We will read about different perspectives and engage each other's experiences—to do this, you *must* be here. SO.....thirty percent of your grade depends on attending and participating regularly in the discussion of course material. This includes in-class groupwork, writing assignments, worksheets and study guides, as well as the 50 point Twitter assignment (see box). In-class participation assignments cannot be made up if you miss class.

And of course, participation also means being respectful of your professor and classmates--paying attention, listening carefully, encouraging others' contribution, and contributing when you can. Participation also means:

- Come to class on time! If you are late, please enter at the back quietly.
- checking Canvas regularly
- always bring pen or pencil, notepad, syllabus, and the reading for the day.
- 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 on fb, games, or shopping sites, I will ask you to leave class.
- checking Canvas regularly
- you must have a good email account that you check regularly. You respond (reasonably) promptly to your teammates' messages.

### Final Examination

There is no final exam for this course.

### 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**



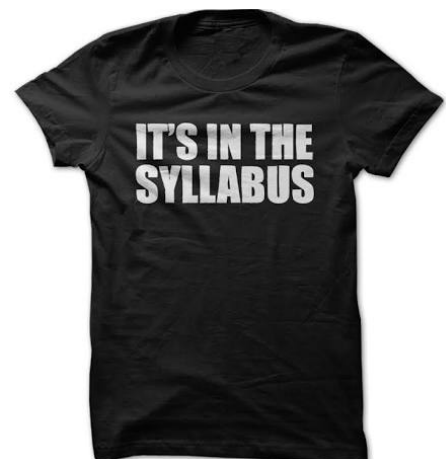
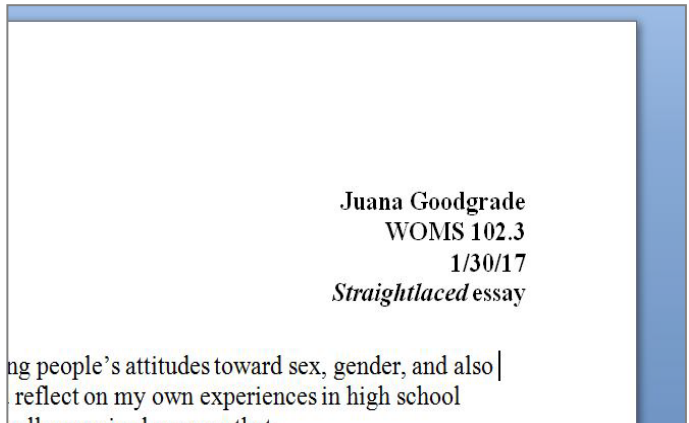
### Twitter Posts!

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 make eight posts to the class twitter feed **#sjsuwgss** at least **eight times by Thursday night 11:59 on April 30**. A post means a link to a news article *along with one or two sentence commentary* about why the post is relevant to class. You may *only post once a week*, but when is up to you (8 posts total for the semester). I encourage you to choose a community other than your own, but it's up to you.

**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 do have a documented illness or emergency, you will take a make-up exam on the day of the final (essay or multiple-choice at my discretion). In the rare event of a university-approved (academic) absence, you must contact me at least two weeks before the exam to make alternate arrangements.
- 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.
- 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.
- 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.
- Pronoun Use: How we refer to each other is a basic sign of respect, both names and pronouns. Students in this class will be referred to by the name and pronoun they prefer, and with the proper pronunciation, by faculty and other students. Please advise me as soon as possible if your name and pronoun differ from my course list (mysjsu) so that I and the class may address you properly.
- 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 should 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).

## Grading Policy

Grades are assigned on the following scale:

98-100 A+	93-97 A	90-92 A-
88-89 B+	83-87 B	80-82 B-
78-79 C+	73-77 C	70-72 C-
68-69 D+	63-67 D	60-62 D-
59- F		

## 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 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc are listed on Syllabus Information web page (<http://www.sjsu.edu/gup/syllabusinfo>) and on the course Canvas page.

## 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.

## Spring 2020 Course Schedule (rev. 1/28)

All readings on Canvas unless stated otherwise. Please complete the listed readings *before* the corresponding class date. Subject to change at instructor's discretion

	Date	Topic	Reading	Terms to Know
<b>0</b>	1/23	<b>Course Intro</b>		Sex, gender, male, female, female-bodied, male-bodied, masculine, feminine, non-binary, gender, agency
<b>1</b>	1/27	<b>Intro to Gender</b>	Wade & Marx Ferree, <i>Gender</i> , ch. 1 "Introduction" (p. 2-7) & ch. 2 "Ideas" (8-32)	Gender binary, essentialism, social construction, ideology, intersex, cultural competence, gender binary glasses, associative memory
<b>2</b>	2/3	<b>Gender identities</b>  <i>Film: Straightlaced</i>	<i>Gender</i> , ch 3 "Bodies" (34-57) & ch 4 "Performances" (58-80)	3: Sexual dimorphism, Hyde thesis, observed differences, learned diffs, biological diffs, priming, hormones, nature/nurture, gene-environment interaction, brain plasticity. 4: "doing gender," gender rules, gender socialization, gender policing
<b>3</b>	2/10	<b>Intersectionality: Race &amp; Gender</b>  <i>Film: Race, Power of an Illusion</i>  <b>Essays due / Quiz #1</b>	Haney Lopez, "The Social Construction of Race"	Social construction, Hudgins v. Wright, "race," Ozawa v. United States, 1855 Greaser Act, biological race, social race, Hoffman's 1896 Extinction thesis, Lewontin 1960 study,
<b>4</b>	2/17	<b>Inequalities I</b>  <i>Short essay due</i>	<i>Gender</i> , ch 5 "Intersections" (82-111)	Intersectionality, Civil Rights Act of 1964, identity, gender strategy, subjectivity, strategic essentialism, lynching, sexual orientation, homophobia, compulsory heterosexuality, heteronormativity, dis/ability, ageism
<b>5</b>	2/24	<b>Inequalities II</b>	<i>Gender</i> , ch 6 "Inequality: Men" (112-137)	Patriarchy, gender equality, sexism, subordination, masculinity, femininity, hegemony, hegemonic masculinity, hierarchy, colorism, hypermasculinity, patriarchal bargains
<b>6</b>	3/2	<b>Inequalities III</b>	<i>Gender</i> , ch 7 "Inequality: Women" (138-161)	Feminine apologetic, benevolent sexism, violence, hyperfemininity, feminism, matrix of domination,
<b>7</b>	3/9	<b>Quiz #2</b>  <b>Film: tba</b>		Socialization, ideology, propaganda

<b>8</b>	3/16	<b>Gendered Institutions</b>	<i>Gender</i> , ch 8 "Institutions" (162-187)	Institution, norms, social structure, gendered institution, social function of bathrooms, sex segregation, Title IX (1964 Civil Rights Act)
<b>9</b>	3/23	<b>The Way We Never Were</b>	<i>Gender</i> , ch 9 "Change" (188-219)	wage, commodification, love/sex binary, sexual double standard, good girl/bad girl dichotomy, family wage, cult of domesticity, breadwinner, housewife, separate spheres, protective legislation, service economy, partnership
	3/30	<b>Spring Break</b>		
<b>10</b>	3/30	<b>Sex &amp; Sexualities</b>	<i>Gender</i> , ch 10 "Sexualities" (220-245)	marriage Kinsey's continuum, Sexual revolution, heterosexuality, homosexuality, bisexuality, transgender, queer, heterosexual male gaze, Hookup culture, sexual objectification, sexual script, rape culture, orgasm gap, politics of respectabilityAgrarian
<b>11</b>	4/13	<b>Quiz #3</b> <b>Film: <i>Daddy Papa</i></b>		
<b>12</b>	4/20	<b>Families, marriage &amp; parents</b>	<i>Gender</i> , ch 11, "Families" (246-279)	Second shift, traditionalists, neo-traditionalists, egalitarians, ideology of intensive motherhood, supermom, domestic outsourcing, othermothers, working poor, feminization of poverty, care chain
<b>13</b>	4/27	<b>Working for a living</b>  <i>Last Twitter posts by Thurs midnight 4/30</i>	<i>Gender</i> , ch 12 "Work" (280-313)	Gender/race wage gap, occupational segregation, socialization hypothesis, network hypothesis, employer selection hypothesis, desertion
<b>14</b>	5/4	<b>Student Presentations</b>  <i>Submit Twitter posts by Thurs 5/7 11:59pm</i>		
<b>15</b>	5/11	<b>Student Presentations</b>  <b>Review &amp; Closing Thoughts</b>		