

**San José State University**  
**Sociology and Interdisciplinary Social Science**  
**Women, Gender and Sexuality Studies Program**  
**WGSS 10: Introduction to Women, Gender and Sexuality Studies (47739)**  
**Fall '23**

**Course and Contact Information**

Instructor: Angela Castillo  
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Email: [angela.castillo@sjsu.edu](mailto:angela.castillo@sjsu.edu)  
Office Hours: Monday from 1-2 pm, and by appointment  
Class Days/Time: Asynchronous  
Classroom: Online via Canvas  
GE/SJSU Studies Category: D1

**Course Description**

This course offers an introduction to Women, Gender, and Sexuality Studies, an interdisciplinary academic field that explores the meaning of gender in society as it relates to the status of women. Students will analyze the social construction of gender, feminism, and gender issues about family, education, work, health and reproduction, law, sexuality, media/representation, and globalization. Students will apply critical concepts and tools of feminist and gender studies in their academic and personal lives, and in the community.

**Course Format**

This class will only meet online and will be facilitated through the Canvas the colleges Learning Management System. You will not be required to attend class at specific times, as you would in a traditional face-to-face class. Instead of an in-person lecture, you will access course materials on the “Modules” section of Canvas. Instead of in-person class discussions, you will participate in online discussion boards and complete online activities.

**Faculty/Class Web Page and Canvas**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [Canvas](#) to learn of any updates. For help with using Canvas see the [Canvas Student Resources page](#).

**GE Learning Outcomes (GELO)**

Upon successful completion of this GE course, students will be able to:

**GE Area D Learning Outcomes**

Upon successful completion of an Area D course, students should be able to:

1. *Demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present (discussions, learning activities, quizzes, and final exam);*
2. *Compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts (discussions, learning activities, and quizzes);*

3. Place contemporary social developments in cultural, environmental, geographical, and/or historical contexts (discussions and learning activities);
4. Draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues (discussions, learning activities, quizzes, final exam).

**Writing Practice:** Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

### Required Textbook/Readings

1. Shaw, Susan M., and Janet Lee. *Gendered Voices, Voices, Feminist Visions: Classic and Contemporary Readings*. 7th edition. ISBN: 978019762262, 0197622615. There is also an eTextbook available via Vital Source. Here is the link: <https://www.vitalsource.com/products/gendered-voices-feminist-visions-susan-m-shaw-janet-lee-v9780197622629>

### Course Requirements and Assignments

1. Discussion questions: (7 x 20 = 140 points)  
Seven times throughout the course you will be asked to post a response to a discussion question based on either the readings for that week, a short film, or a current event. You must post an original response and respond to a classmate's comment. Each response should be about 50 words in length. Guidelines for online discussion as well as the rubric that will be used for grading are posted on Canvas. These online discussions are my way of assessing that you are completing the reading as well as participating in the class.
2. Learning Activities (7 x 10 = 70)  
Some course modules will contain brief activities (e.g., surveys, interactive activities, etc.) for you to complete. Module activities will be graded based on completeness.
3. Quizzes (13 x 30pts each = 390 points)  
At the end of each week/module, you will complete a quiz based on what you have learned that week from the assigned readings, lecture, or other module materials. Quiz formats will vary and contain multiple choice, true/false, and/or short answer questions. Quizzes can be completed any time prior to the quiz due date, but you will only have one attempt at each quiz so you will need to complete the quiz in one sitting.
4. Final Exam (400 points)  
The final for this class will contain short answer questions and a short essay question. More details on the final exam will be given later in the semester.

### Grading Information

I grade using a point system. Your final grade is an accumulation of points you have earned throughout the semester. The grading scale is as follows:

A+ = 970-1000	A = 940-969	A- = 900-939
B+ = 870-899	B = 840-869	B- = 800-839
C+ = 770-799	C = 740-769	C- = 700-739
D+ = 660-669	D = 630-659	D- = 600-629

## **Classroom Protocol**

1. Understand that a web-based course such as this requires a fair amount of self-direction and independence. You are responsible for accessing and understanding the course materials and completing the assignments.
2. Discussion assignments may be informally worded, similar to how you would speak in class. While I will not grade you on spelling and grammar, your posts must be intelligible. Discussions are not the same things as texting; you must use complete spelling of words. Proofread what you write prior to clicking the 'submit' button.
3. You are expected to turn in assignments on time. Having computer problems is NOT a valid excuse for not completing your work. Make sure that you do not wait until the last minute to access materials, complete online assignments, etc. in case you encounter any technical issues. You can enter and work on the class Canvas page anytime during the day or night that you would like but please know that the discussions, essays, and assignments have certain due dates and times. It is your responsibility to keep track of assignment due dates.
4. If you are facing personal difficulties that may affect your ability to complete assignments, it is important to inform me as soon as possible. Reach out to me via email or come by my office hours. Maintaining timely communication is key to success in this course.

## **AI Generative Tools Policy**

You may use generative AI programs, e.g. ChatGPT, to help generate ideas and brainstorm. You should note, however, that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

Generative AI also derives its output from previously created texts from other sources that the models were trained on, yet doesn't cite sources. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). When/if you use Artificial Intelligence (AI) platforms in your assignments, please write a note to clarify where in your process you used AI and which platform(s) you used. See this article for proper APA formatting of such citations: [How to cite ChatGPT](#)

## **Late Policy**

Please notify me as soon as possible if an emergency interferes with your class performance and ability to turn in an assignment on time. I will accept assignments turned in within two weeks past the due date. If you turn in the assignment within two weeks, you will receive up to half of the full credit for the assignment.

## **A Climate of Mutual Respect**

A climate of mutual respect requires free expression, critical investigation, and 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 a member 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 30-60 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 relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc., and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

## **WGSS 10: Introduction to Women, Gender and Sexuality Studies, Fall ‘23, Course Schedule**

*This schedule is subject to change with fair notice.*

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	Aug 21	<b>Introduction Module: Things You Need to Know about the Course</b>
2	Aug 28	<b>Module 1: Women’s and Gender Studies: Perspectives and Practices</b>  Read: Shaw and Lee: Pgs. 1-22, Readings # 1, 2, & 5  <i>Submit: Quiz #1 by Friday at 11:59pm</i>
3	Sept 5	<b>Module 2: Systems of Privilege and Inequality</b>  Read: Shaw and Lee: Pgs. 41-60, Readings #9, 10, 11, & 13

		<i>Submit: Quiz #2 by Friday at 11:59pm</i>
4	Sept 11	<b>Module 3: Learning Gender</b>  Read: Shaw and Lee: Pgs. 95-114, Readings # 18, 19, & 20  <i>Submit: Quiz #3 by Friday at 11:59pm</i>
5	Sept 18	<b>Module 4: Inscribing Gender on the Body</b>  Read: Shaw and Lee: Pgs. 155-176, Readings #23, 24, 28, & 29  <i>Submit: Quiz #4 by Friday at 11:59pm</i>
6	Sept 25	<b>Module 5: Media and Culture</b>  Read: Shaw and Lee: Pgs. 222-248, Readings #30, 32, & 35  <i>Submit: Quiz #5 by Friday at 11:59pm</i>
7	Oct 2	<b>Module 6: Sex, Power, and Intimacy</b>  Read: Shaw and Lee: Pgs. 280-299, Readings #37, 40, & 43  <i>Submit: Quiz #6 by Friday at 11:59pm</i>
8	Oct 9	<b>Module 7: Health and Reproductive Justice</b>  Read: Shaw and Lee: Pgs. 341-373, Readings #44, 45 & 46  <i>Submit: Quiz #7 by Friday at 11:59pm</i>
9	Oct 16	<b>Module 8: Family Systems, Family Lives</b>  Read: Shaw and Lee: Pgs. 398-417, Readings #50 & 51  <i>Submit: Quiz #8 by Friday at 11:59pm</i>
10	Oct 23	<b>Module 9: Work Inside and Outside the Home</b>  Shaw and Lee: Pgs. 457-484, Readings #57, 60, & 61  <i>Submit: Quiz #9 by Friday at 11:59pm</i>
11	Oct 30	<b>Module 10: Resisting Gender Violence</b>  Shaw and Lee: Pgs. 525-552, Readings #63, 65, & 67  <i>Submit: Quiz #10 by Friday at 11:59pm</i>
12	Nov 6	<b>Module 11: State, Law, and Social Policy</b>  Shaw and Lee: Pgs. 584-611, Readings #71, 72, & 75  <i>Submit: Quiz #11 by Friday at 11:59pm</i>

13	Nov 13	<p><b>Module 12: Religion and Spirituality</b></p> <p>Shaw and Lee: Pgs. 637-653, Readings #77 &amp; 80</p> <p><i>Submit: Quiz #12 by Friday at 11:59pm</i></p>
14	Nov 20	<p><b>Module 13: Activism, Change, and Feminist Futures</b></p> <p>Shaw and Lee: Pgs. 702-719, Readings #86 &amp; 88</p> <p><i>Submit: Quiz #13 by Friday at 11:59pm</i></p>
15	Nov 27	<b>Review and study for final</b>
16	Dec 4	<b>Final available online</b>