

Fall 2024 San Jose State University
 WGSS 101.1 (47516)
 Mon 10:30 – 11:45 am Clark 234
<http://sjsu.instructure.com/>
 #sjsuwgss

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WGSS 101. Introduction to Women’s Studies: Sex, Power & Politics

Course Description

This course is a multidisciplinary introduction to contemporary feminist studies in the modern context of the United States. We will draw on feminist methodologies that understand inequalities of gender, race, class, sexuality, nationality, and ability 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:

- Kang, Lessard, Heston & Nordmarken, *Introduction to Women, Gender, Sexuality Studies* (Umass Amherst, 2017), <http://openbooks.library.umass.edu/introwgss/>
- Mikki Kendall, *Hood Feminism* – in Spartan bookstore, linked in library

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.

Course Format

This is an in-person course based on regular attendance and participation in *seven two-week modules*.

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| <p>Assignments and Evaluation</p> <p>30% Five brain dumps, (out of 6) - 10 points each</p> <p>30% Five module discussion/activity projects (out of 6 - on reading, films & lectures)</p> <p>10% General participation</p> <p>15% Team discussion presentation</p> <p>15% Final Paper/project</p> | <p>Grades are assigned on the following scale</p> <table border="0"> <tr> <td>98-100 A+</td> <td>93-97 A</td> <td>90-92 A-</td> </tr> <tr> <td>88-89 B+</td> <td>83-87 B</td> <td>80-82 B-</td> </tr> <tr> <td>78-79 C+</td> <td>73-77 C</td> <td>70-72 C-</td> </tr> <tr> <td>68-69 D+</td> <td>63-67 D</td> <td>60-62 D-</td> </tr> <tr> <td>59- F</td> <td></td> <td></td> </tr> </table> | 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 | | |
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| 68-69 D+ | 63-67 D | 60-62 D- | | | | | | | | | | | | | | |
| 59- F | | | | | | | | | | | | | | | | |

SJSU Studies Area S Learning Outcomes (GELO)

After completing this course, students will be able to:

| GELO | Assessed in |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 1. describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities; | Disc activity (DA) #1 & #2 |
| 2. analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures; | DA #3 |
| 3. evaluate social actions which have or have not led to greater equality and social justice in the U.S.; | DA #3 & #5 |
| 4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities. | DA #2 & #5, final essay |

GE Course prerequisite: Prerequisite is completion of Core GE and upper division standing. Completion or co-registration in 100W is strongly recommended.

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. Students will write at least 3000 words.

Brain Dumps – refers to completely informal writing on the module reading, one page single-spaced. At the end of the first week's module, when you've finished the reading, I want you to sit in front of the computer and just write about the readings. It should be narrative (not just bullet points) of your thoughts about the reading, questioning the reading, comparing ideas, criticizing—whatever works for you. Grammar/punctuation/formality do not matter here—I just want to see what you're getting out of the reading. Reading notes are graded 10 for Excellent/Good, 7 for Average or 0.

Discussion/Activity Posts – are assignments that give you an opportunity to delve more deeply into one or more of the module topics/readings. Each post is roughly 500 words (two pages double-spaced) reflecting on the reading.

Leading Class Discussion – You will work in small teams to create a class presentation on one week's topic. You may present in whatever format you prefer--a slide presentation, short video, zoom talk, podcast, whatever works for your team. More details later.

Final Paper - Students will write a final brief final reflection paper due on the last day of class.

Class Protocol

- **This is an in-person class with required attendance.** That said, all course material is accessible online, so if you do miss class, check Canvas to see what you missed. I also encourage you to drop in to my office hours Mondays 1-3 in person DMH 238A, by phone, or discord.
- **Regular class participation** means being present for regular meeting times, interacting respectfully with your peers, paying attention, *listening* carefully, encouraging others' contribution, and contributing when you can.
- All assigned work is due at the time stipulated on Canvas. **LATE work will be downgraded ten percent the first day it is late, and five percent every day thereafter.**
- **Technical problems?** - Contact eCampus for help first; if they cannot help immediately, email your work to me **directly** to meet any deadline. You can resubmit the work to Canvas again later when the technical problems have been cleared up.
- **Grade checks** – If you require a midterm grade check of any kind (athletic, EOP, fraternity/sorority, etc., personal), please complete the form linked at the top of the Modules page of Canvas *at least a week before* your deadline, and I will either email you the form or send it to the appropriate party.
- **Office hours** – I have drop-in hours on Mondays from 1-3 in DMH 238A and by appointment. 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.
- **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.

Communication

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 may 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).

Plagiarism & AI

From my perspective, there is *nothing* worse you can do in this class than plagiarism. Plagiarism is the academic dishonesty of presenting someone else’s work as your own, and it will not be

tolerated. For better or worse, *do your own work*. 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. If you are unclear about this, please see the library Plagiarism tutorial linked in our top Canvas module.

In this course, you may use artificial intelligence (AI) programs, e.g., ChatGPT, to help generate ideas and brainstorm. 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. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Know that use may also stifle your own independent thinking and creativity.

University Policy & Resources

There are lots of resources at this public university if you need assistance! Tutoring, health center, writing center, Accessibility Center, Library--see the list at the top module on Canvas for links. Also, see the link below for university policies as well.

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. and available student services are listed on Syllabus Information web page. (<http://www.sjsu.edu/gup/syllabusinfo>) hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

And finally, this is an introductory course required for the WGSS major and/or minor. Our **WGSS Program Learning Outcomes** state that upon graduation, Women, Gender, and Sexuality Studies students will be able to:

1. Identify and analyze the intersections of gender, sexuality, race, class, and nation social and institutional contexts.
2. Identify and describe major theories and political movements central to Women, Gender, and Sexuality Studies, placing contemporary developments in cultural, historical, environmental, and embodied contexts.
3. Describe the global span of feminist movements and the connection among gender and sexual minorities around the world.
4. Demonstrate critical thinking and research skills through written, oral and creative means.

The WGSS Minor requires only 15 units and is a terrific critical-thinking complement to majors in Science, Business, or the Social Sciences. Ask me about it! 😊

Fall 2024 WGSS 101 Course Schedule

All readings on Canvas unless stated otherwise. Subject to change at instructor's discretion or in event of another pandemic, earthquake, flood or apocalypse

| Mod | Wk | Date | M | W |
|-------|----|-------|---------------------------------------------------------------------------------|-----------------|
| | 0 | 8/21 | | Day One - Intro |
| | 1 | 8/26 | <i>Intro to WGSS: Lived experience, identity & intersectionality</i> | |
| ONE | 2 | 9/2 | Labor Day Holiday | Sex & Gender |
| | 3 | 9/9 | | |
| TWO | 4 | 9/16 | <i>Challenging Binary Systems</i> | |
| | 5 | 9/23 | | |
| THREE | 6 | 9/30 | <i>Historic & contemporary feminisms</i> | |
| | 7 | 10/7 | | |
| FOUR | 8 | 10/14 | <i>Work & Gender Inequalities</i> | |
| | 9 | 10/21 | | |
| FIVE | 10 | 10/28 | <i>Gender & Reproductive Politics</i> | |
| | 11 | 11/4 | | |
| | 12 | 11/11 | Veterans Day holiday | |
| SIX | 13 | 11/18 | <i>Violence</i> | |
| | 14 | 11/25 | Turkey day holiday | |
| 7 | 15 | 12/2 | <i>Dis/ability feminisms</i> | |
| | 16 | 12/9 | Last Day/Debrief | |