# Women, Gender, and Sexuality Studies
## WGSS 10

Fall 2025   Sections 60, 80   In Person   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 08/11/2025

# 👤 Contact Information

| | |
|---|---|
| Instructor: | Dr. Tanya Bakhru |
| Office Location: | DMH 239B |
| Telephone: | 408-924-5744 |
| Email: | tanya.bakhru@sjsu.edu |
| Office Hours: | Wednesdays 1:30-2:30pm and by appointment |
| Class Days/Time: | M/W 12:00-1:15pm |
| Classroom: | DMH 160 |

# 🖥 Course Description and Requisites

Interdisciplinary introduction to core concepts and analytical tools addressing the diversity of human experience cross cut by gender, sexuality, embodiment, and class location. Students will become familiar with key contemporary and historical debates in both global and local contexts.

GE Area: D (formerly GE Area D1)

Letter Graded

# ✳ Classroom Protocols

## Email Etiquette

When contacting me via email, please remember that email is a formal form of correspondence. Write carefully, identify yourself completely within the email, and be clear about your questions. In the subject line include your name, course information (Jane Doe, WGSS 10), and the subject of your email. Begin

emails with appropriate formality (Dear/Hi Dr. Bakhru) and conclude your email with a salutation and your name.

Be aware I will not answer questions via email that can be found in the syllabus. I will refer you to the syllabus. I will not answer questions via email about missed classes – you are required to come to class and fully participate. If you miss class, ask a classmate to share information about what you missed. Substantial questions and questions about assignments should be addressed during my office hours. I do not answer these via email.

# Classroom Protocol

You are expected to do all of the assigned reading for the week before coming to 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.

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.

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.

Please be aware of your conduct in class. Racist, sexist, homophobic, crude, or inappropriate remarks of any kind will not be tolerated.  Respect your classmates and instructor.  Always use civil discourse in class.

*Guidelines for Civil Discourse*

"Democracy is a means of living together despite our differences.  Democratic deliberation is an alternative to physical violence. It is predicated on the assumption that it's possible to disagree agreeably, that it's better to laugh than cry, that one can vigorously contest the positions of one's adversary without questioning his or her personal integrity or motivation, and that parties to a debate are entitled to the presumption that their views are legitimate if not correct."

–Thomas Mann

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?

# Permitted Uses of AI Tools

## 1. Chatbots (e.g., ChatGPT, Gemini)

- Brainstorming and Idea Generation:
  - Chatbots *may* be used to generate ideas, clarify concepts, or explore different perspectives for assignments. See acknowledgement of use requirement below.
  - Prohibited Use: Students may not copy and paste or submit AI-generated text verbatim in any form. All work must be original and demonstrate the student's individual critical thinking and reasoning.
- Acknowledgment of AI Use - Transparency and Documentation:
  - If a chatbot is used for brainstorming, students must include a statement of usage at the end of their assignment, explaining how the AI tool contributed to their process.

## 2. AI Image and Audio Generators

- Creative Supplementation:
  - AI-generated images or audio may be used to supplement creative assignments (e.g., visual aids, soundscapes for storytelling).
  - These tools may enhance the student's work but must not replace original content or fulfill the primary requirements of the assignment. See acknowledgement of use and transparency requirement below.
- Acknowledgment of AI Use - Transparency and Documentation:
  1. The AI tool used (e.g., DALL·E, MidJourney, ElevenLabs).
  2. The exact prompts employed to generate the content.
  3. An explanation of how the generated content supports the assignment objectives.
  - Students must include a statement of usage with any AI-generated content, detailing:

## 3. AI-Enhanced Presentation Tools (e.g., AI-assisted slide creation)

- AI tools designed for presentations (e.g., Canva's AI features, Prezi's enhancements) ARE NOT ALLOWED UNDER ANY CIRCUMSTANCES.

## Prohibited Uses of AI Tools

- All Other AI Tools:
  - AI writing assistants used to draft or finalize assignments.
  - AI tools designed to paraphrase, summarize, or translate content for submission.
  - Any tools that generate substantial portions of work in place of the student's own effort.
  - The use of any AI tools not explicitly mentioned in this policy or approved by the instructor is strictly prohibited.
  - Examples of prohibited tools include:

## Plagiarism and Academic Integrity

- Using AI tools in ways that violate this policy is considered academic dishonesty. SJSU's full academic honesty policy is available in [University Policy F15-7Links to an external site. (https://comm.sjsu.edu/NjYzLVVLUS05OTgAAAGXUSHC2RsOWLuG1LWsbtYlQOD2ejSnJxhmt8-9X9V9BERLnr_1FpeK4uTqsIbbaDNtbHVoeTM=)](https://comm.sjsu.edu/NjYzLVVLUS05OTgAAAGXUSHC2RsOWLuG1LWsbtYlQOD2ejSnJxhmt8-9X9V9BERLnr_1FpeK4uTqsIbbaDNtbHVoeTM=).
- Submitting AI-generated content as your own work, or failing to provide proper acknowledgment of AI usage, may result in disciplinary action as outlined in SJSU's academic honesty policy.

## Encouragement for Responsible AI Use

AI tools can be valuable resources for learning and creativity, but their use requires responsibility and ethical consideration. Students are encouraged to:

- Use AI to enhance their learning and understanding, not as a shortcut to completing assignments.
- Ensure that all submissions reflect their own originality, critical thinking, and engagement with the material.

By adhering to these guidelines, students will uphold academic integrity and contribute to a culture of meaningful and authentic scholarship.

# ▤ Program Information

**Welcome to this General Education course.**

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

**Goal 1:** To develop students' core competencies for academic, personal, creative, and professional pursuits.

**Goal 2:** To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

**Goal 3:** To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website (https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

# 📶 Course Learning Outcomes (CLOs)

GE Area D: Social Sciences

Area D courses increase students' understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. Students develop an understanding of problems and issues from different disciplinary perspectives and examine issues in their contemporary as well as historical settings and in a variety of cultural contexts.

The CSU requires students to complete General Education courses in the Social Sciences in at least two different disciplines. Students may meet this requirement by either 1) taking two lower-division Area D courses in different disciplines, or 2) taking two lower-division Area D courses in the same discipline and an Area S upper-division GE course in a different discipline.

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;
2. Compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts;
3. Place contemporary social developments in cultural, environmental, geographical, and/or historical contexts;
4. Draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.

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

# 📘 Course Materials

Required Textbook:

Shaw, S. and Lee, J. (Eds.) (2023) *Gendered Voices, Feminist Visions: Classic and Contemporary Readings.* 8th Edition London: Oxford Press

Additional readings may be posted to Canvas.

# ☰ Course Requirements and Assignments

Learning Activities 10x50 points = 500 points

Learning activities are short written (200-250 words) responses to prompts provided in the book. They might include some research as well as reflection. Each learning activity will have a unique prompt. Due dates for learning activities can be found on the course schedule. Please upload your assignment to Canvas.

Oral Assessments 2x100 points = 200 points

More details on this assignment will be provided in class.

Reading Quizzes 5x20 = 100 points

Five times in the semester you will have short quizzes on the assigned readings.

Final Paper 1x200 points = 200 points

More details on this assignment will be provided in class.

# ✔ Grading Information

# Grading Policy

In general I utilize a philosophy of *Ungrading*. Ungrading is an approach to assessment whereby the instructor provides students with formative rather than summative feedback, which may be combined with student self-evaluation and/or peer feedback, as well as dialogue with the student.

Ungrading:

- Encourages a growth mindset that can help students take agency in their learning
- Removes the threat of "getting it wrong" or getting a "bad grade," thus freeing students to take more risks and engage in more creative thinking
- Studies show that students tend to do more and higher-quality work in an ungrading system than they do in a traditionally graded system

What this means that as long as you do the assignment, meet the word requirement, and turn it in on time you will receive full credit. Late work will receive half credit. I will provide you with substantive feedback to help facilitate your intellectual growth.

The exception to this will be the reading quizzes which will each be worth 20 points and be graded conventionally.

I grade using a point system. My grading system is very straight-forward and simple. Your final grade is an accumulation of points you have earned throughout the semester.

The grading scale is as follows:

| Grade | Points |
|---|---|
| A plus | 960 to 1000 |
| A | 930 to 959 |
| A minus | 900 to 929 |
| B plus | 860 to 899 |
| B | 830 to 829 |
| B minus | 800 to 829 |
| C plus | 760 to 799 |
| C | 730 to 759 |
| C minus | 700 to 729 |
| D plus | 660 to 699 |
| D | 630 to 659 |
| D minus | 600 to 629 |

# 🏛 University Policies

Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)](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 (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

# 📅 Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|---|---|---|
| 1 | Aug 20 | Introduction to the Course |
| 2 | Aug 25/27 | The Dinner Party and Women's and Gender Studies: Perspectives and Practices<br><br>Pages 23-51<br><br>Learning Activity 1 Due Aug 31 at 11:59pm |
| 3 | Sep 3 | Systems of Privilege and Inequality<br><br>Pages 75-99<br><br>Learning Activity 2 Due Sep 7 at 11:59pm<br><br>Quiz 1<br><br>*No Class September 1- Labor Day* |
| 4 | Sep 8/10 | Systems of Privilege and Inequality<br><br>Pages 75-99 |
| 5 | Sep 15/17 | Oral Assessments |
| 6 | Sep 22/24 | Learning Gender<br><br>Pages 120-155<br><br>Learning Activity 3 Due Sep 28 at 11:59pm |

| 7 | Sep 29/Oct 1 | Inscribing Gender on the Body |
| | | Pages 176-216 |
| | | Learning Activity 4 Due Oct 5 at 11:59pm |
| | | Quiz 2 |
| 8 | Oct 6/8 | Sex, Power, and Intimacy |
| | | Pages 238-262 |
| | | Learning Activity 5 Due Oct 12 at 11:59pm |
| | | Quiz 3 |
| 9 | Oct 13/15 | Family Systems and Family Lives |
| | | Pages 400-420 |
| | | Learning Activity 6 Due Oct 19 at 11:59pm |
| 10 | Oct 20/22 | Health and Reproductive Justice |
| | | Pages 349-373 |
| | | Learning Activity 7 Due Oct 26 at 11:59pm |
| | | Quiz 4 |
| 11 | Oct 27/29 | Oral Assessments |
| 12 | Nov 3/5 | Paid Employment |
| | | Pages 445-478 |
| | | Quiz 5 |
| 13 | Nov 10/12 | Resisting Gender Violence |
| | | Pages 510- 537 |
| | | Learning Activity 8 Due Nov 16 at 11:59pm |

| 14 | Nov 17/19 | **State, Law, and Social Policy** <br><br> Pages 568-581 <br><br> Learning Activity 9 Due Nov 23 at 11:59pm |
|---|---|---|
| 15 | Nov 24 | **Activism, Change, and Feminist Futures** <br><br> Pages 661-690 <br><br> Learning Activity 10 Due Nov 30 at 11:59pm <br><br> *No Class Nov 26- Thanksgiving* |
| 16 | Dec 1/3 | **Review** |
| 17 | Dec 8 | *Review* <br><br> *Last Day of Class* <br><br> Final End of Course Reflection Due 12/12 at 11:59pm |