

Women, Gender, and Sexuality Studies

WGSS 10

Fall 2025 Fully Online 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/20/2025

Contact Information

Instructor: Dr. Tanya Bakhru

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Office Hours: Wednesdays 1:30-2:30pm and by appointment- to join Office Hours use this link
<https://sjsu.zoom.us/my/drtanyabakhu>

Class Days/Time: Asynchronous online

Course Information

This course will be delivered via Canvas, the university's Learning Management System (LMS). Therefore you will need regular access to a computer and the Internet. You should also have familiarity with Canvas. It is in Canvas that you will find the central course homepage. Because all communication will take place through Canvas, you should plan on checking your account regularly. I encourage you to take advantage of the various notification systems offered through Canvas (apps, texting, email-linking, etc.) so that you can receive all important class communication in a timely manner.

Information about how to find your Canvas username, how to log into your account, and how to use Canvas can be found at the site listed below:

<https://www.sjsu.edu/cfeti/software/canvas/student-resources/index.php>

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.

* 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.

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.

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/NjYzLVVLUS050TgAAAGXUSHC2RsOWLuG1LWsbTYIQOD2ejSnJxhmt8-9X9V9BERLnr_1FpeK4uTqslbbaDNtbHVoeTM=) (https://comm.sjsu.edu/NjYzLVVLUS050TgAAAGXUSHC2RsOWLuG1LWsbTYIQOD2ejSnJxhmt8-9X9V9BERLnr_1FpeK4uTqslbbaDNtbHVoeTM=).
- 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

Discussion questions: 10x10 points = 100 points

10 times throughout the course you will be asked post an informal response to a discussion question based on either the readings for that week, a short film, or 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 can be found here: <https://elearningindustry.com/10-netiquette-tips-online-discussions>. The rubric that will be used for grading is posted on Canvas. These online discussions are my way of assessing that you are completing the reading as well as participating in the class.

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. Please upload your assignment to Canvas.

Reading Responses 10x20 points = 200 points

Reading Responses are 3-5 questions you will need to answer specific to and based on the assigned readings for the week. To do this assignment you will need the textbook. Please upload your assignment to Canvas.

Final Paper 1x200 points = 200 points

More details on this assignment will be provided.

✓ Grading Information

Grading Policy

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. Any late work will be given half credit regardless of how late it is.

The grading scale is as follows:

<i>Grade</i>	<i>Points</i>
<i>A plus</i>	<i>960 to 1000</i>
<i>A</i>	<i>930 to 959</i>
<i>A minus</i>	<i>900 to 929</i>
<i>B plus</i>	<i>860 to 899</i>
<i>B</i>	<i>830 to 829</i>

<i>Grade</i>	<i>Points</i>
<i>B minus</i>	<i>800 to 829</i>
<i>C plus</i>	<i>760 to 799</i>
<i>C</i>	<i>730 to 759</i>
<i>C minus</i>	<i>700 to 729</i>
<i>D plus</i>	<i>660 to 699</i>
<i>D</i>	<i>630 to 659</i>
<i>D minus</i>	<i>600 to 629</i>

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

1	<p>Introduction to the Course</p> <p>Due:</p> <p>Discussion 1</p>
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2	<p>The Dinner Party and Women's and Gender Studies: Perspectives and Practices</p> <p>Pages 23-51</p> <p>Due:</p> <p>Discussion 2</p> <p>Reading Response 1</p> <p>Learning Activity 1</p>
3	<p>Systems of Privilege and Inequality</p> <p>Pages 75-99</p> <p>Due:</p> <p>Discussion 3</p> <p>Reading Response 2</p> <p>Learning Activity 2</p>
4	<p>Learning Gender</p> <p>Pages 120-155</p> <p>Due:</p> <p>Discussion 4</p> <p>Learning Activity 3</p>
5	<p>Inscribing Gender on the Body</p> <p>Pages 176-216</p> <p>Due:</p> <p>Discussion 5</p> <p>Reading Response 3</p> <p>Learning Activity 4</p>

6	<p>Sex, Power, and Intimacy</p> <p>Pages 238-262</p> <p>Due:</p> <p>Reading Response 4</p> <p>Learning Activity 5</p>
7	<p>Family Systems and Family Lives</p> <p>Pages 400-420</p> <p>Due:</p> <p>Discussion 6</p> <p>Reading Response 5</p> <p>Learning Activity 6</p>
8	<p>Health and Reproductive Justice</p> <p>Pages 349-373</p> <p>Due:</p> <p>Reading Response 6</p> <p>Learning Activity 7</p>
9	<p>Paid Employment</p> <p>Pages 445-478</p> <p>Due:</p> <p>Discussion 7</p> <p>Reading Response 7</p>

10	<p>Resisting Gender Violence</p> <p>Pages 510- 537</p> <p>Due:</p> <p>Discussion 8</p> <p>Reading Response 8</p> <p>Learning Activity 8</p>
11	<p>State, Law, and Social Policy</p> <p>Pages 568-581</p> <p>Due:</p> <p>Discussion 9</p> <p>Reading Response 9</p> <p>Learning Activity 9</p>
12	<p>Activism, Change, and Feminist Futures</p> <p>Pages 661-690</p> <p>Due:</p> <p>Discussion 10</p> <p>Reading Response 10</p> <p>Learning Activity 10</p>