

Contact Information

Apryl Berney

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Office Hours Friday, 11 am -noon on zoom

Zoom: <https://sjsu.zoom.us/j/86089281842>

Course Description and Requisites

Multidisciplinary introduction to traditional and new images, roles, experiences, ethnic similarities and differences, and contemporary problems of American women. GE Area: S

Prerequisite(s): Completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 10

students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment

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](#)
[weLOase foundation](#)

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- Babak Anvari, *Under the Shadow*, 2016.
- Bryan Forbes, *Stepford Wives*, 1975.
- Bong Joon Ho, *Parasite*, 2018.
- Anna Rose Holmer, *The Fits*, 2015.
- David Robert Mitchell, *It Follows*, 2014.

*Free through SJSU library.

You will need to pay to stream a few of the films required for the course. Please budget \$25-30 for streaming services.

Course Requirements and Assignments

I understand that circumstances may arise that could delay your submissions. Therefore, I do accept late
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Ultimately, I like teaching, and I am here for you. I will accommodate you if you communicate a specific need to me before an assignment is due. However, I can't help you when you don't communicate with me. Stay on top of your work, and let me know when you hit any roadblocks, and I will certainly try to help.

Please don't alter assignments. If you need accommodations on an assignment, please contact Prof. Berney before it is due.

If you are sick, please stay home! Nothing in this course can't be given an extension or submitted online. Please prioritize taking care of yourself and informing me of any issues.

Operate with the assumption that everyone, including your professor, is trying to do their best. If a link on Canvas doesn't work, email me. I will then send reminders about assignments and extra credit opportunities.

5 6 40 200 . The goal of the discussion post is to provide you with an opportunity to engage critically with the assigned readings. These readings are designed to deepen your understanding of how identities are shaped by cultural and societal influences within contexts of equality and inequality. This task is intended to help you fulfill the learning outcomes for Area S (Self, Society, and Equality in the US) by examining the interrelationships between individuals, racial groups, and cultural groups, with a particular focus on diversity, inclusion, inequalities, and justice in the United States. Through this process, you will explore how these dynamics impact our understanding of identity and social justice in the broader societal context.

6 450 . Video responses are designed to help students fulfill the Area S requirement by engaging in the analysis of historical, economic, and political issues that shape diversity, equality, and structured inequalities in the United States. Students will reflect on their own identities and positions within these issues, and discuss what have or have not led to greater equality and social justice, and participate in the discussion of social issues within the frameworks of equality and inequality. Each video response should include a particular media text and scholarly article, demonstrating their understanding of the scholarly framework while offering their perspective on the way of looking at the issue.

5 125 . In addition to creating their own video responses, students are required to comment on another person's video for each response. These comments are essential in fulfilling the Area S requirement, as they encourage students to engage in meaningful discussion with their peers. The comments should move beyond simple statements such as "good work." Instead, students should strive to provide thoughtful, constructive feedback on the content of the video, offering new insights, raising questions, or further deepening the analysis of the historical, economic, political, and social issues.

<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>

3 - 9/3 & 9/5	READ: Isaacson, "Introduction: Class Horror is Gender Horror," from <i>Stepford Daughters: Weapons for Feminists in Contemporary Horror</i> . WATCH: Bryan Forbes, <i>Stepford Wives</i> , 1975. · Video Reaction # + kW

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9 – 10/15 & 10/17	<p>READ: Isaacson, "Chapter 3: The Telltale Managed Heart: Service Labor and Emotional Labor in Contemporary Horror," from <i>Stepford Daughters: Weapons for Feminists in Contemporary Horror</i>.</p> <p>WATCH: <i>Parasite</i> (2019); <i>Cam</i> (2018); or <i>Sorry to Bother You</i> (2018).</p> <ul style="list-style-type: none"> · Video Reaction #4 – Service & Emotional Labor
10 – 10/22 & 10/24	<p>READ: TBA</p> <ul style="list-style-type: none"> · Discussion #5
11 – 10/29 & 10/31	<ul style="list-style-type: none"> · Feminist Horror Symposium Photo Essay or Screenshot Reflection
12 – 11/05 & 11/07	Conferences
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13 – 11/12 & 11/14	<p>READ: Isaacson, "Chapter 4: Coming of Rage: Teens Entering the Futureless Future in Contemporary Horror;" + "Coda: Become Monsters," from <i>Stepford Daughters: Weapons for Feminists in Contemporary Horror</i>.</p> <ul style="list-style-type: none"> · Discussion #6
14 – 11/19 & 11/21	<p>WATCH: <i>It Follows</i> (2014), <i>Assassination Nation</i> (2018), <i>The Fits</i> (2015), or <i>The Lure</i> (2015).</p> <ul style="list-style-type: none"> · Video Reaction #5
15 – 11/26 & 11/28 *T Day	REST. It's a traumatic holiday.

16 - 12/3 & 12/5	READ: Marjorie Liu & Sana Takeda, <i>Monstress</i> , Volume I 2016.
Final	• DUE 12/17: Video Reaction #6 - Monstress

- = item that is due that week.