

SEXUALITIES STUDIES

SPRING 2020, WST 3603, Class Number: 20400, 3 credits

T | Period 5 - 6 (11:45 AM - 1:40 PM), Room: CSE E121

R | Period 6 (12:50 PM - 1:40 PM), Room: FLG 0280

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Office hours: W, 2-3pm/ Th., 2-4pm¹

"Understanding contemporary sexual matters requires considering how sexuality varies across time and place and how it is modeled, molded, and even manipulated by those around us"

- *Stomblor et al. 2019: xiii*

"Remember that living bodies are dynamic systems that develop and change in response to their social and historical contexts...And appreciate biological diversity."

-*Fausto-Sterling 2012: xiii*

COURSE DESCRIPTION: This course is an introduction and overview of the study of sexuality as social. The course begins with consideration of how people learn, research, and theorize sexuality. Course materials present and explain understandings of sexuality as social (influenced by education, media, politics, medicine, as well as structures and processes of creating inequalities by race, class, gender, social, class, age, and disability, at minimum) and socially constructed. Class readings are interdisciplinary and include work from biology, history, sociology, feminist studies, queer studies, etc., providing students critical frameworks for thinking about patterns of marginalization and valorization of different expressions of pleasure, desire, and intimacy. The course includes current research addressing social control, violence, representation, commercialization, bodies, health, and sexual practices (WST: SS; TPS: Core; HDS Minor: Tier 2)

COURSE OBJECTIVES/GOALS

This course is designed to provide students with an overview of the interdisciplinary study of sexualities. By the end of the semester students should be able to:

- Outline the diverse ways people learn about sexuality and the social consequences thereof.
- Explain different approaches to researching and theorizing sexuality.
- Articulate what is meant by sexuality is "socially constructed."
- Explain difference and variation in sexual categories and meanings.
- Discuss research examples of how sexuality intersects with race, ethnicity, class, gender, generation and ability.
- Explain how sexuality relates to and reinforces social inequalities.
- Detail the relationship between social control and sexuality.
- Use key concepts from the course to discuss current research about sexualities.

<p><i>NOTE: Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes, as long as they are announced in advance in class or via the class email list.</i></p>

¹ Please use email, office phone #, or come to my posted office hours to ask me questions about the course.

GENERAL COURSE INFORMATION

Please note: This class uses the Elearning/Canvas system (<https://lss.at.ufl.edu/>). This means you will be expected to access extra readings, descriptions of the assignments and turn in some assignments via that system. Please use the Elearning email to contact Dr. Broad.

ACADEMIC ETIQUETTE: Class will begin promptly each day. Regular attendance is expected. [No attendance will be taken, but some assignments will be done in class and only those attending can turn them in]. Please remember that arriving late or leaving early is disruptive to the class. Because this is a course designed to be interactive, respect for opinions voiced in class is essential and I expect everyone to treat each other courteously. In order for us to learn from each other, we have to allow each other to make mistakes, and to offer unpopular positions for debate. However, name-calling and other forms of verbal harassment will not be tolerated and will result in being asked to leave the class. Please also see description of assignments for further discussion of expectations about course participation.

UF ACADEMIC INTEGRITY: This course will subscribe to the University of Florida Student Honor Code. A central part of the UF Honor Code is the Honor Pledge: *“The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”* Further information about the UF Honor Code and guidelines for Academic Honesty are here. In this course, plagiarism or cheating of any kind will not be tolerated and will result in failing the course and other disciplinary action. In all instances, you must do your own work. There is no excuse for plagiarism, or for submitting another's work, ideas, or wording as your own. This includes using direct quotes from online sources without citation or submitting a paper you bought but did not write. Ignorance is not an excuse. Please be aware that there are various anti-plagiarism techniques available for use by University of Florida faculty that enables faculty members to determine if research papers have been plagiarized. There is a difference between plagiarism and collaboration. Collaboration, for purposes of this class, is the act of discussing ideas with classmates, debating issues, and examining readings from the class together so that each of you arrives at your own independent thought. Collaboration in this class is encouraged.

STUDENT CONDUCT CODE AND SEXUAL HARASSMENT: This course also operates under UF's Student Conduct Code. The Student Conduct Code is a set of standards and regulations which describe the rights, privileges, and responsibilities for all currently enrolled students at the University of Florida. For more information, click here. UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more information, see UF policies regarding harassment. Furthermore, in order to make this an effective course for everyone, all participants will be expected to meet the professional standards of integrity expected for members of the Center for Gender, Sexualities, and Women's Studies Research. This means I expect all participants to interact with peers “professionally,” meaning with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication. Additionally, I expect all course participants will fulfill work obligations in a thoughtful and timely way, and display collegiality and sensitivity to faculty and other students.

ACCOMODATIONS: The University of Florida is committed to providing equal educational access to students with disabilities. The Disability Resource Center (DRC) collaborates with campus partners to facilitate access and inclusion for Gators with disabilities. Students with disabilities requesting accommodations should first register with the UF Disability Resource Center (0001 Building 0020-Reid Hall, accessuf@dso.ufl.edu; Voice 352-392-8565; Fax, 352-392-8570) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented

to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester. Information for students from the DRC is available [here](#). In this course, I am committed to providing equitable education access through reasonable accommodations as outlined in your accommodation letter. Please notify me within the first two weeks of class about any accommodations needed for the course. Late notification may cause the requested accommodation to be unavailable.

COMMUNITY RESOURCES: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helpful resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

ACADEMIC RESOURCES: The following are academic resources that may be helpful for completing this course:

- *E-learning technical support*, 352-392-4357 (select option 2) or email to Learning-support@ufl.edu. Student help FAQS
- *Library support*, Ask-a-librarian. Various ways to receive assistance with respect to using the libraries or finding resources
- Teaching Center, Broward Hall, (352) 392-2010 or 392-6420. Study skills workshops, study groups, and tutoring.
- University Writing Studio - 2215 Turlington Hall, (352) 846-1138, The UF Writing Program offers all UF students help in the ongoing process of becoming better writers. One-on-one tutoring, online tutoring, and workshops.

EXTRA COURSE FEES: There are no additional fees for this course.

CONSIDER ADDING A (SECOND) MAJOR IN WOMEN'S STUDIES! Do you want to learn more about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women's Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to studying and transforming gender, race, class, sexualities and other systems of power. The Women's Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women's Studies major consists of four core courses and six electives. It's simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology in particular have many courses that can double count). It's also the perfect complement to pre-health studies. Contact undergraduate coordinator Dr. Alyssa Zucker (azucker@ufl.edu) to make an appointment to discuss adding the major. Or stop by her office hours, Tuesdays 1:30-3 p.m. in Ustler 204.

EVALUTIONS: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Elearning/Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

COURSE REQUIREMENTS AND EXPECTATIONS

ATTENDANCE AND PARTICIPATION: This class depends on everyone's active participation and thoughtful discussion. Therefore, while attendance is not required, it is very strongly recommended. In-class assignments will not receive credit if a person is not in class on the day it is assigned or discussed. In addition to attending class, please come prepared to engage with the material and to participate in the class discussion.

READING AND STUDY TIME: Each week the class meetings will include discussion-based lectures and structured discussion and small group activities. The assigned readings for each week include one – two chapters or readings from the core textbooks and additional shorter example readings from posted in Elearning. This balance should provide core concepts with interesting examples. Before class you should complete the readings and think critically about their application to topic of the day. Course lecture each week will also include overviews of readings to help students with material. Please note, university courses are designed such that *every hour in class is expected to be accompanied by at least 3 hours of study outside of class.*

READING REVIEW (10 points possible, 3% of final grade): You will be expected to write a 3-page review of one of the research articles used for discussion during Part 2 of class (after Exam 1). These research articles are marked (*) in the schedule of readings. The review should include discussion of the main thesis of the article, the evidence used to support it, and what you think is the significance of it to our class (i.e., does it illustrate a theoretical perspective, does it highlight a key concept identified?, does it compare or contrast to another reading?). You will be expected to sign up for the reading you will review in the first few weeks of class. These reviews are due by 10am (turned in on Elearning) on the day the article is assigned for discussion. Further information will be provided in class.

EXAM 1 (100 points possible, 33% of the final grade): There will be an in-class exam on *Tuesday, February 18th*. It will cover the material from the first part of the course. Exam 1 will be a combination of multiple choice, definition, fill-in-the-blank, and short answer questions.

EXAM 2 (100 points possible, 33% of the final grade): There will be an in-class exam on *Tuesday, April 21st*. It will cover the material from the second part of the course. Exam 2 will be comprised of multiple choice, definition, and short answer questions.

FINAL ESSAY (90 points possible, 30% of the final grade): As part of your second exam you will be expected to write a 3-5 page essay (due the first day of finals – *Wednesday, April 27th at 11am*)

ANSWERS TO IMPORTANT QUESTIONS:

May I take my exam late? Late exams will only be accepted/arranged when students face documented circumstances beyond his or her control.

May I take an incomplete in the course? The College of Liberal Arts and Sciences states that an incomplete can “only be given when a student has completed a major portion of the course with a passing grade and has been unable to complete the course requirements because of documented circumstances beyond his or her control” (see also Undergraduate catalog under “Grades/ Grading Policy”). An “Incomplete” (or “I” grade) can only be assigned before the final exam/final paper of the course.

REQUIRED READING

- SM** Stomblor, M and D.M. Baunauch, E.O. Burgess, W. Simonds, E.J. Windsor. 2019. *Sex Matters: The Sexuality & Society Reader, Fifth Edition*. New York: W.W. Norton & Company.
(Note: UF library edition is not the current edition, fifth edition to be in course reserves]
- F-S** Fausto-Sterling, A. 2012 *Sex/Gender Biology in a Social World*. New York: Routledge.
(Not in UF catalog, but available to students as a multi-user ebook via this link: <https://www.taylorfrancis.com/books/9780203127971>
Access it on the UF network or via the VPN connection if at an off-campus location.)

Some additional readings will be required. They are listed on syllabus below and available electronically in Canvas/Elearning.

WEEKLY SCHEDULE

Please note: For the purposes of class discussion and lecture, I will be using Polleverywhere app. Further information to be provided in class.

- Tues., Jan. 7th INTRODUCTION
Syllabus
- Thurs., Jan 9th TALKING SEX/THINKING MULTI-Dimensionally
UF sexual harassment policy
Romero “Where Does Intersectionality Come From?” (in Canvas)
- Tues., Jan. 14th HOW DO WE LEARN ABOUT SEX?
SM, Reading 16 (pp. 173-192, including box)
SM, Reading 17 (pp. 193-206, including box)
SM, Reading 20 (pp. 234 – 239)
Recommended: Corinna, H. 2016. *s.e.x. the all-you-need-to-know sexuality guide to get you through your teens and twenties, second edition*. Philadelphia: De Capo Press (on reserve at Library West)
- Thurs., Jan. 16th HOW DO WE LEARN ABOUT SEX?
SM, Reading 18 (pp. 207- 222, including box)
SM, Reading 19 (pp. 223-233, including box)
- Tues., Jan. 21st LEARNING ONLINE & CONSENT
SM, Reading 12 (pp. 128-142, including box)
SM Reading 53 (pp. 636-639, not box)
- Thurs., Jan. 23rd SEX RESEARCH
SM, Reading 8 (pp. 75-84)

Tues. Jan. 28 th	SEX RESEARCH SM, Reading 7 (pp. 68-74) SM, Reading 9 (pp. 87-98)
Thurs., Jan. 30 th	SEX/GENDER BIOLOGY F-S, Chapter 1, A Genderless Future? F-S, Chapter 2, Of Spirals and Layers
Tues., Feb. 4 th	SEX/GENDER BIOLOGY F-S, Chapter 3, Of Molecules and Sex F-S, Chapter 4, Of Hormones and Brains F-S, Chapter 9
Thurs., Feb. 6 th	SEX THEORIZING Lorde “Age, Race, Class and Sex...” (in Canvas) Rubin, “Thinking Sex” (in Canvas)
Tues., Feb. 11 th	SEX THEORIZING Seidman, “Theoretical Perspectives” (in Canvas)
Thurs., Feb. 13 th	REVIEW
Tues., Feb. 18 th	EXAM 1 - in class
Thurs., Feb. 20 th	CATEGORIZING SEX <i>Midsemester evaluation</i> SM, Reading 1 (pp. 5-13, including box) *SM, Reading 2 (pp. 14 – 24)
Tues., Feb. 25 th	CATEGORIZING SEX SM, Reading 3 (pp. 25-31) *SM, Reading 4 (pp. 32-40, including box) <i>*Note: Review reading is box reading by M. Ryan (pp.37-40).</i>
Thurs., Feb. 27 th	CATEGORIZING SEX SM, Reading 5 (pp. 41-51, including box) *SM, Reading 6 (pp. 52-64, including box)
Tues., March 3 rd	NO CLASS – UNIVERSITY HOLIDAY
Thurs., March 5 th	NO CLASS – UNIVERSITY HOLIDAY
Tues., March 10 th	SOCIAL CONTROL SM, Reading 41 (pp. 491-499) *SM, Reading 42 (pp. 505-514)
Thurs., March 12 th	SOCIAL CONTROL SM, Reading 44 (pp 529 – 541) *SM, Reading 46 (pp. 548-563)

Tues., March 17 th	<p>SEXUAL VIOLENCE</p> <p><i><u>NOTE:</u> The readings and class discussion for today are about sexual assault and violence. If you need an alternative assignment, please contact Dr. Broad.</i></p> <p>SM, Reading 15 (pp. 159-168)</p> <p>SM, Reading 51 (pp. 614-619, no box)</p>
Thurs., March 19 th	<p>COMMERCIAL SEX</p> <p>*SM, Reading 58 (pp. 685-692)</p>
Tues., March 24 th	<p>REPRESENTING SEX</p> <p>SM, Reading 13 (pp. 143-152)</p> <p>*SM, Reading 57 (pp. 674-684)</p>
Thurs., March 26 th	<p>SEXUAL PRACTICES</p> <p>Reading 28, (pp. 331- 341, no box)</p> <p>Reading 29, (pp. 346-351)</p> <p>*Reading 31, (pp. 363-382, including box)</p>
Tues., March 31 st	<p>SEXUAL PRACTICES</p> <p>SM, Reading 30 (pp. 352-362)</p> <p>*SM, Reading 32 (pp. 383-392)</p>
Thurs. April 2 nd	<p>SEXUAL PRACTICES</p> <p>*SM, Reading 47, (pp. 564-572)</p> <p>SM, Reading 48 (pp. 577-584)</p>
Tues., April 7 th	<p>SEXUAL BODIES</p> <p>SM, Reading 27 (pp. 319-326)</p> <p>SM, Reading 25 (pp. 295-306)</p> <p>SM, Reading 26 (pp. 307-318)</p>
Thurs., April 9 th	<p>SEXUAL HEALTH</p> <p>SM, Reading 40 (pp. 477-486)</p> <p>SM, Reading 39 (pp. 464-476)</p>
Tues., April 14 th	<p>SEXUAL HEALTH</p> <p>SM, Reading 37, (pp. 441-449)</p> <p>SM, Reading 38, (pp. 455-463)</p>
Thurs., April 16 th	<p>REVIEW</p>
Tues., April 21 st	<p>EXAM 2</p>
Weds, April 27 th	<p>TAKE HOME EXAM DUE – turn in on Elearning by 11am</p> <p><<<see next page for information on calculating your grade>>></p>

KEEPING TRACK OF YOUR GRADE
SEXUALITIES STUDIES
SPRING 2020

The following chart should be used to keep track of your grade in the class. Please be aware that the level of effort you put into the class, may not correspond to the quality of your work (which is the basis of your grades for assignments). To earn a good grade, you will be expected to do the work and meet the expectations for good quality work outlined in course assignment guidelines and discussed in class. There are 300 points possible in the class. For further information on UF grading policies see Grades and Grading Policies in the Undergraduate Catalog. Please note: UF Policy states: a minimum grade of C is required for general education credit/

Grade	%	Points	Translation
A	94 - 100 %	279 - 300	<i>outstanding -far beyond expectations</i>
A-	90 - 93%	270 - 284	<i>excellent – reaching high expectations</i>
B+	87 - 89%	261 - 269	<i>very good -above expectations</i>
B	84 - 86%	252 - 260	<i>very solid completion of requirements</i>
B-	80 - 83%	240 - 251	<i>good completion of requirements</i>
C+	77 - 79 %	231 - 239	<i>requirements completed solidly</i>
C	74 - 76 %	222 - 230	<i>basic requirements completed</i>
C-	70 - 73%	210 - 221	<i>barely done requirements</i>
D+	67 - 69 %	201 - 209	<i>requirements not fulfilled</i>
D	64 - 66%	192 - 200	<i>poor work</i>
D-	60 - 63 %	180 - 191	<i>very poor work</i>
E	below 60 %	179 and below	<i>failing/inappropriate</i>

Please note: UF grading policy for assigning grade points is detailed here:
Grades and Grading Policies

READING REVIEW (10 total points possible) _____

EXAM 1 (100 points possible) _____

EXAM 2 (100 points possible) _____

FINAL ESSAY (90 points possible) _____

TOTAL = _____

$$\frac{\text{TOTAL}}{\text{TOTAL POSSIBLE}} = \frac{\quad}{300} = \quad \%$$

NOTE: Final grades will be available on transcript view, on ONE.UF on May 7th