

WST2611 Humanities Perspectives on Gender and Sexuality

WST 2611 – Section 2C87
University of Florida Spring 2018

Instructor: Mallory Szymanski

Class Time: MWF Period 7 1:55-2:45

Office hours: Mondays: Period 4 (10:40-11:30); Wednesdays Period 6 (12:50-1:40)

Office Location: 302 Tigert Hall

E-mail: mal216@ufl.edu

Class Location: LIT 0109

Teaching Assistant: Aishwarya Krishna

Office hours:

E-mail: aishwaryakiyer@ufl.edu

Office Location: Ustler 202A

We need to give up the notion of a single ideal of the educated person and replace it with a multiplicity of models designed to accommodate the multiple capacities and interests of students. We need to recognize multiple identities.

-Nel Noddings, educator

Course Description The primary purpose of this course is to investigate diverse perspectives on genders and sexualities as multiple, varied, socially constructed, and intersecting with other identity categories. Students will investigate artistic and cultural explorations of self and others to expand their understanding of these topics. The course will address gender role socialization; gender and sexual identities; race; social privilege; sexual orientation and experience; civil rights and activism. These areas of inquiry are simultaneously very personal and political. As such, this course that builds from students' diverse experiences and challenges them to encounter multiple viewpoints on these sensitive topics. This course emphasizes a humanities perspective on the ways in which people in the United States and across cultures define, understand, change, resist, and/or experience genders and sexualities. It will provide a toolbox for critical thinking and theorizing about the world around us as well as a forum to formulate, build, change and/or affirm students' own opinions. Finally, we attend to hierarchy and inequality and address the potential of movements for social change.

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"Yes, we teach it here, but I doubt if 'Women's Studies' is what you think it is."

Required Reading

Hard copy of *Egalia's Daughters* by Gerd Brantenberg (either 1995 or 2004 edition)

Hard copy of Ntozake Shange's choreopoem: *for colored girls who have considered suicide when the rainbow is enuf* (1997)

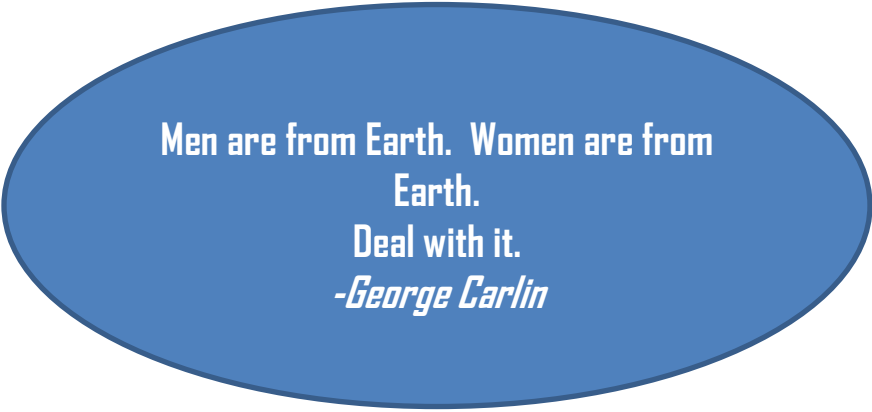
Other texts via Canvas or web

Academic Dates

Jan 12 – Drop Add ends at 11:59pm
Jan 15 – No Class Rev. Dr. MLK Jr. day
Mar 3- Mar 10 -- Spring Break
April 13 – Drop Deadline (W assigned)
April 25 – Last day of classes
May 9 – Grades available

Course Objectives: Upon successful completion of this course students will be able to:

1. Use a wide range of vocabulary describing various gender and sexual identities and behaviors.
2. Compare and contrast several theoretical frameworks through which scholars explain genders and sexualities.
3. Choose and make a convincing argument for the theoretical model(s) that best explains their perspectives on genders and sexualities.
4. Understand and evaluate different disciplines within the humanities.
5. Apply a critical eye to representations of gender and sexuality in music, film, television, writing, and history.
6. Situate key course concepts in historical context.
7. Envision ways to transform oppression and injustice into resistance and liberation.
8. Attend to the ways in which we produce, consume, and influence cultural representations of gender and sexuality.
9. Understand the purpose of cross-disciplinary study and the value of feminist scholarship.



Men are from Earth. Women are from
Earth.
Deal with it.
-George Carlin

Graded Work. To achieve the course objectives, students will complete the following assigned work:

- **Exams 35% of overall grade** Students will be given three exams. Each exam will be an in-class exam involving identifications and short-answer questions. Exams will assess student's mastery of issues raised in readings, films, videos, lectures, and class discussion. Themes and theories will build on one another as the semester progresses; however, exams will ask students to draw from the assigned material in individual units. There is not a cumulative final.
- **Reflection Papers 20 % of overall grade. Detailed instructions and rubrics will be posted to Canvas.**
 - Pointlessly Gendered Products
 - *Egalia's Daughters*
 - Shange
- **Analysis Papers 35% of overall grade. Detailed instructions and rubrics will be posted to Canvas.**
 - Film Analysis 1
 - Film Analysis 2
 - Children's book analysis
- **Self-narrative 10%** 750 words minimum. Students will be led through a writing workshop about creative non-fiction, and will produce a short piece creative piece about their own lives. Self-narratives will relate to the themes of the course. **Due April 12**
- **Extra Credit In-class Points.** The success of this course relies on students' active engagement and diligent preparation. There will be random in-class assignments given during some class periods. The style of these will vary (analysis, reading questions, response to film, group work, worksheet). Individual assignments will be scored as either Satisfactory or Unsatisfactory. Satisfactory assignments will receive 2 points extra credit; unsatisfactory assignments will not receive points. These assignments cannot be made up. No additional extra credit assignments will be given. Extra credit points will be added into the "Exams" weighted group in the grade book.

This is a Gordon Rule class, which means writing clear, insightful, college-level essays is required for completion of this course. All written work must be completed in order to earn Gordon Rule credit for the course.

Final course grade percentages will match letter grades in the following manner:

Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Classroom Policies The foundation of a productive learning environment is RESPECT. In order to maximize our experience, students must:

Be on time. Tardiness distracts the instructor and other students so do your best to avoid being late. If you expect you are going to be missing class on a day an assignment is due, please arrange with your instructor *ahead of time*. Almost any problem can be solved in advance but it is often difficult to resolve these kinds of issues after the fact. If you missed lecture material, consult a classmate to get the notes. Your instructor cannot reiterate lectures for students who missed class.

Be attentive in class. This course requires active listening and interaction. Do not distract others by reading other materials, using your cell phone, or engaging with a laptop or tablet. The instructor will ask repeat violators of this policy to leave class for the day. For insight into Mallory's purpose for mandating a technology-free zone, read this article: "[Leave Your Laptops at the Door to My Classroom.](#)"

Come with an open mind. Many of the topics discussed in this course are deeply personal but also highly political. We will discuss issues like race, gender identity, love, sex, reproduction, etc. that you may already have knowledge and opinions about. This course will offer varying viewpoints on many issues and some may challenge what you already know. Also, not everyone will agree on all matters. It is important that the classroom be a safe space for all perspectives and that students are able to respectfully express their views. Offer the same respect to others that you would have for yourself. Conversations and debates may become intense, but aggressiveness, name-calling, or other forms of hostility will not be tolerated.

Direct inquiries regarding the course to the teaching assistant. If they are unable to help you, contact the instructor. Remember e-mail and/or Canvas exchanges in the academic context are considered professional correspondences and their tone and structure should reflect that. Please note the following when sending any professional email:

- Address an email the same way you would a letter and include my name, a body that includes capital letters and punctuation, and a signature with your name.
- Emails are formal communications and leave an impression of your personality and level of professionalism on the recipient; be sure to treat them accordingly.
- Emails are subject to Florida privacy laws that make them potentially available to the university, law enforcement, and the public. A good rule to follow is: If you don't want it on the front page of the newspaper, don't write it using your .ufl email.

Ask for help. The university has enormous resources via the library system, the fine arts department, the museums, the University Writing Center, and the faculty. Consider your instructor and teaching assistants as points of entry into these resources and pursue assistance in areas in which you struggle, or are curious and would like to know more. Help us help you by asking questions.

"If I didn't define myself for myself, I would be crunched into other people's fantasies for me and eaten alive." -Audre Lorde, black lesbian feminist poet

Students who engage in the following disruptive behaviors may become ineligible for extra credit points: failing to print and reference the assigned work for the day, sleeping during class, using technology inappropriately, coming late to class repeatedly, leaving class early. There are a lot of us in this room, so we need to be sure to practice respectful social behaviors to encourage others' learning.

What students can expect:

This course entails a rigorous and demanding reading load from diverse sources. To succeed, students will need to read early and often, work diligently to comprehend the reading, and take responsibility for information they do not understand by asking questions. Students should expect to complete 1-2 hours of work outside of the classroom for every hour the class meets.

Students will not be spoon-fed material out of a textbook because that would be insulting to their time and intelligence. The instructor expects that students will have completed the reading before class and will use class time to clarify and add to the material. Students will be expected to bring hard copies of the course material to class, including books and internet sources. We will often refer directly

to these sources to analyze and clarify. Students should prepare for class by highlighting or underlining key points/terms in the text, making comments in margins, and taking notes on separate paper.

This class requires a lot of discussion. Students who do not like to participate in discussion or who feel like listening to their peers is a waste of their time should consider a different course.

Students can expect their instructor to be fair and consistent with course policies. Please do not ask for exceptions from course policies; the instructor will not give an unfair advantage to one student over others. All students deserve fair treatment.

Students will receive messages from the instructor and teaching assistant and must check their UFL email address and Canvas (these things can be linked together). The instructor reserves the right to change the syllabus at any point. Changes will be announced in class and posted on Canvas. Students are responsible for keeping up with assignments, due dates, and information presented in class. Students with questions, comments, or concerns are encouraged to email a teaching assistant or arrange a meeting in person.

Late Paper Policy: Papers are expected to be turned in on time. Any paper turned in late will still be eligible for half credit if it is received by the beginning of the following class period. After one class meeting passes, however, late work is no longer accepted and the student will receive a zero (0) for the assignment. If a student has an unforeseen emergency, such as severe illness or death in the family, the student must provide documentation of the event to be eligible for full credit on missed work. This does not apply to in-class assignments, which, when missed, cannot be made up without verifiable documentation of extenuating circumstances, such as severe, persistent illness.

“Normal is nothing more than a cycle on a washing machine.”
Whoopi Goldberg, actor

Make-up Exams: Make-up exams will not be granted without verifiable, documentable and legitimate excuse of dire circumstance such as severe illness, death in the family, court appearance, or university-sponsored event. All other missed exams will result in a grade of zero (0). Make-up exam will be given upon receipt of official documentation.

Honor Code and Plagiarism

It is a student's responsibility to be familiar with the University honor code. Plagiarism is a serious offense and will not be tolerated. Plagiarism can be loosely defined as taking credit for work that is not your own and can include but is not limited to: copying and pasting from any other source without citation, using another student's work as your own, quoting from a book or article without citation. To maintain the high level of academic integrity that is expected of University of Florida students it is imperative that students avoid plagiarism. The honor code can be found at the Office of the University Registrar website:

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>. For a user-friendly resource about how to determine whether or not you are committing plagiarism, see the OWL Purdue website: <http://owl.english.purdue.edu/owl/resource/589/02/>. A good rule of thumb is: “when in doubt, drop a citation.” Students are expected to be familiar with the University honor code and will be held responsible to it; claims of ignorance of the policies will not excuse acts of cheating. **STUDENTS WHO PLAGIARIZE WILL BE**

AUTOMATICALLY FAILED FROM THE COURSE AND WILL BE FILED ON RECORD WITH THE DEAN OF STUDENTS OFFICE

Plagiarism includes (but is not limited to):

- Copying and pasting from internet sources without citation
- Copying and pasting from another student
- Turning in one's own work the student received credit for in a previous course
- Using another student's work as “inspiration” but changing the words
- Giving your work to another student to use as “inspiration”
- Writing the information out of the assigned material word-for-word into your homework without citation

For more info about what constitutes plagiarism so you can be sure to keep yourself out of hot water, see this website: [What is plagiarism?](#)

Evaluations: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202. That office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

WST2611 Humanities Perspectives on Gender and Sexuality: Course Calendar

Unit 1: Gender and Sexualities in Society

Week 1

1/8 Intro

1/10 What is Humanities?

- Read <http://blogs.scientificamerican.com/cross-check/2013/06/20/why-study-humanities-what-i-tell-engineering-freshmen/>
- Read <http://www.nybooks.com/articles/2017/11/09/what-are-we-doing-here/>

1/12 Why Gender and Sexuality?

- Read Bornstein, Ch 4 “Naming all the Parts” (scroll through to page 12 of the .pdf to find Ch 4. Other chapters not required but highly recommended!) <http://facweb.northseattle.edu/amurkows/Dangerous%20Ideas-%20IS-%20S05/GenderOutlaw.pdf>

Week 2

1/15 No Class -- Dr. Martin Luther King, Jr. Day

1/17 Intro to gender and sexuality studies

1/19 Intro to gender and sexuality studies

- Read CR: Lorber, “Believing is Seeing”
- **Due 1/21 at 11:59pm** [Pointlessly Gendered Products](#)

Week 3

1/22 Intro to Gender and Sexualities Studies

1/24 Attend Humanities Talk in [Ustler Hall Atrium \(2nd floor\)](#)

1/26 *Egalia's Daughters*

- Read *Egalia's Daughters* to page 102

Week 4

1/29 *Egalia's Daughters*

- Read *Egalia's Daughters* to page 202
- **Due 1/30 at 11:59pm:** [Analysis of Egalia's Daughters](#)

1/31 *Egalia's Daughters*

2/2 *Egalia's Daughters*

- Read *Egalia's Daughters* to end

Week 5

2/5 *Egalia's Daughters*

2/7 Theorizing Gender

- Read: CR: hooks, "feminism, a transformational politic"

2/9 Exam 1

Unit 2 Gender, sexuality, and Meaning-making in Popular Culture

Week 6 Kids and Gender

2/12 Kids and Gender

- **Reading TBA**
- Note: For next class, find a children's book, read it, and bring it to class. Something with a story and characters (so, not baby's first counting book). [Where can I find a children's book?](#)

2/14 Bring a Children's book to class (no e-books, please). Be prepared to share your findings.

2/16 Toys, representation, and inclusion

- **Due 2/18: Children's book analysis**

Week 7

2/19 Trans and non-binary genders

- Read: CR: Feinberg, Transgender Liberation.

2/21 Trans narratives

- Listen: Podcast How to Be a Girl Episode 2: Daily Life in the House of Girls
<http://www.howtobeagirlpodcast.com/episodes/2014/6/7/episode-ii-daily-life-in-the-house-of-girls>
- Listen: Podcast How to be a Girl Episode VIII (20 mins): Meeting Laverne
<http://www.howtobeagirlpodcast.com/episodes/episode-viii-meeting-laverne>

2/23 Trans 101

Week 8 Analyzing film

2/26 Film Screening

- Read: "How to 'Read' a Film:" <http://www.english.upenn.edu/~mulready/Handouts/How%20to%20Read%20a%20Film.pdf>

2/28 Film Screening

- Due 3/1 at 11:59pm: Film Analysis 1

3/2 Discussion

- **Reading TBA**

- By 3/12 watch one of the films on the [class list](#) and prepare for [Film Analysis 2: Your choice paper](#)

Week 9 3/3 to 3/10 Spring break

Week 10 Analyzing film--Your choice

3/12 How to analyze films (will include unit refresher with an eye toward both the exam and the paper) Women in Islam

3/14 Film Screening

3/16 Writing Workshop: Topic sentences, thesis statements, and common writing mistakes

- Due 3/18 at 11:59pm [Film Analysis 2: Your choice](#)

Week 11 The news

3/19 Muslim women

- Read: CR: Toor, "How Not to talk about Muslim Women" from *Introducing the New Sexuality Studies*
- Recommended Read: CR: Halimah Abdullah, "Ain't I a Muslima?"

3/21 Hindiusm and Religious memory Aishwarya Krishna Ayer

- Reading TBA

3/23 Exam 2

Unit 3: Writing One's Own Story

Week 12

3/26 Theory: Woman is not a monolithic category

- CR: Audre Lorde, "Age, Race, Class, and Sex: Women Redefining Difference" p 114-123

3/28 Mestiza

- Read: Web: Gloria Anzaldua, La conciencia de la mestiza <http://faculty.oxy.edu/ron/msi/05/texts/anzaldua-mestizaconsciousness.pdf>

3/30 Shange part 1

- Begin reading Ntozake Shange's choreopoem: *for colored girls who have considered suicide when the rainbow is enuf*
- Due 4/1at 11:59pm [Shange Reflection](#)

Week 13

4/2 Shange pt 2

4/6 Guest, Kristen Stone

- Reading TBA

4/9 Guest, Kristen Stone

Week 14

4/9 Shange pt 3

4/11 Shange part 4

- [Due 4/12 Self-Narrative Creative Essay](#)

4/13 “The Queer Poor Aesthetic”

- Read: <http://www.the-hye-phen-mag.org/2016/09/10/the-queer-poor-aesthetic/>

Week 15

4/16 Coates, excerpt from *Between the World and ME*

- Read: <https://www.theatlantic.com/politics/archive/2015/07/tanehisi-coates-between-the-world-and-me/397619/>

4/18 Coates cont'd

4/20 Theorizing:

- Read CR: hooks, “Patriarchy” from *The Will to Change*

Week 16

4/23 What is a feminist, anyways?

- CR: Roxanne Gay, excerpt from *Bad Feminist*

4/25 Exam 3