

WST 2611 (class # 17357) Spring 2024 posted on web
Humanities Perspectives on Gender and Sexuality

Meeting Days and Times: MWF, Period 4 (10:40 am - 11:30 pm) in 2319 TURL

INSTRUCTOR INFORMATION

Instructor: Dr. Carolyn Kelley

EMAIL: ckelley@ufl.edu

Office hours: Mondays and Wednesdays, 3 pm - 5 pm in TURL 2215e or on Zoom link (see Zoom link on CANVAS home page).

TA: This course will have a TA; the TA's contact information and office hours will be posted to the CANVAS homepage.

COURSE DESCRIPTION

This course considers the social construction of gender, sexuality, race, class, and other identity categories (D). We will rely on close readings and analysis of (mostly) primary texts (H) coupled with examination of historical, cultural, and societal factors (H,D). These primary texts include short stories, poems, plays, videos, and films. We also will study a few non-fiction essays. This approach will emphasize:

- Ideologies that inhabit, haunt, and shape the texts [and their authors] (H)
- How style elements reflect and inform a text's discourse (H)
- How no text exists in an artistic vacuum (H)
- That a multitude of interpretations exist for any text we study (H,D).
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Twentieth and 21st century American texts (H) that deal with gender and sexuality issues (D) comprise the majority of the course. I added a few international and 19th century texts that illustrate how issues of gender and sexuality resonate throughout time and within all nationalities (H,D). The class strongly focuses on developing compassion and understanding as well as examining prejudices that hinder human beings from relating to one another (H,D).

COURSE GOALS AND OBJECTIVES

By the end of this course, students will be expected to have achieved the following learning outcomes in content, communication, and critical thinking.

In relation to *course content*, students will be able to:

- Trace the evolving attitudes towards gender and sexuality and how they intersect with race, ethnicity, class, and ability within Western culture (predominantly that of the U.S.)
- Explain the ways in which changing historical circumstances, including but not limited to changing ideals of masculinity and femininity, have shaped those attitudes
- Apply analytical concepts developed through class reading and discussion to thoughtful, clearly written independent work
- Describe the concept of gender as a performance undertaken within specific historical circumstances Identify, describe, and explain the roles of social structure and status of different groups within the United States

- Explain how representations of women and people in minority populations intersect with cultural, societal, and historical factors
- Demonstrate writing process strategies, including how to discover a topic, how to organize a text, and how to adapt writing style and format to different audiences, purposes, and contexts.

In relation to *communication*, students will be able to:

- Compose written texts for scholarly or professional purposes in standard written English
- Maintain writing fluency and use writing as a tool to facilitate learning
- Communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms

In relation to *critical thinking*, students will be able to:

- Analyze primary texts and critical essays carefully and logically from multiple perspectives using the definitions and concepts learned in class
- Identify key elements, biases, and influences that shape thought within textual analysis and intersectionality.
- Analyze and evaluate their own cultural norms and values in relation to those of other cultures.
- Identify, evaluate, and compare their own social status, opportunities, and constraints with those of other persons or groups
- Compare various genres of writing, such as summary, analysis, evaluation, and comparison/contrast.
- Critique complex texts in writing using thesis statements, valid claims, and persuasive evidence.
- Analyze texts for rhetorical competency

Achievement of these learning outcomes will be assessed through two non-cumulative Quizzes, the writing response paper (WRP), the analysis essay, and participation in class discussions.

GENERAL EDUCATION

WST 2611 satisfies the General Education Requirements for the following areas |

A minimum grade of C is required for general education credit.

Writing Requirement (WR) 2,000 words

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. Your instructor will evaluate and provide feedback on all written assignments with respect to grammar, punctuation, clarity, coherence, and organization. Please see the grading rubrics for the modified precis and analysis essay that can be found under each assignment on CANVAS.

Diversity (D)

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and

beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Subject Area Student Learning Outcomes

Subject Area	Content	Critical Thinking	Communication
Humanities	Identify, describe, and explain the history, underlying theory, and methodologies used within the subject area.	Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and/or in groups.
Diversity (co-designation)-	Identify, describe, and explain the roles of social structure and status of different groups within the United States.	Analyze and evaluate their own cultural norms and values in relation to those of other cultures. Identify, evaluate, and compare their own social status, opportunities, and constraints with those of other persons and groups.	The diversity designation is always in conjunction with another category. Communication outcomes are listed in those subject areas.

COURSE MATERIALS

- **Required:** Book: *For Colored Girls Who Have Considered Suicide when the Rainbow is Enuf* - Author: Ntozake Shange, NY: First Scribner Poetry edition, 1997
- **Required, available for free: All other assigned material:** (primary texts, scholarly essays) available through Course Reserves (ARES) and accessible from CANVAS.
- **Recommended:** Williams, Joseph and Joseph Bizup. *Style: The Basics of Clarity and Grace*. 5th ed. New York: Pearson, 2015. Print. (We won't engage this text; it is a resource text only)

ACCESSING COURSE RESERVES (ARES) when ON CAMPUS

- **Written texts on ARES:** If the text is a pdf or linked to a website available to the public, you will be able to access it right away. If a reading is linked to a UF database, if you are on campus, you have immediate access.
- **Visual texts (films/tv):** All the films/tv we will study are available through UF-related streaming services on ARES, which is linked to a UF database. **Exception:** *The Twilight Zone* "Eye of the Beholder" is not available on ARES (see list below for how to access it on your own). If you are on campus, you will have immediate access. The films are also available in DVD format at Library West. They are on reserve for this class, so you must go to the 2nd floor desk and request the DVD for viewing. You are welcome to access them in this way if you wish.

ACCESSING COURSE RESERVES (ARES) when OFF CAMPUS

As noted above, if the text is a pdf or linked to a website available to the public (like YouTube), you will be able to access it right away.

To access any texts on ARES that are linked directly to a UF database or a UF-supported streaming service, you must let the UF Library System know you are a UF student who is off campus. (If you are on campus, the library will recognize you automatically).

To access the UF-supported streaming films and database-linked readable texts from off campus:

1. Click on Off-Campus Access from Library West Homepage: <https://uflib.ufl.edu/using-the-libraries/off-campus-access/>
2. Either download the VPN software (recommended) or sign into UF Proxy Server with Gatorlink credentials. VPN may be required to access some of the UF streaming videos.
3. Suggested: Once in the database, download and save any reading material as a pdf so you have it for future use in the course

This table lists the visual texts we will study this semester and how to access them:

Visual Text	VIEW DURING CLASS	VIEW ON YOUR OWN Note: - All "Free with subscriptions": Accurate as of Jan 1, 2024 - Buying a viewing: All under \$5.00
<i>All about my Mother</i>	No – view on your own	FREE: Streaming on ARES FREE: DVD on reserve at Library West 2 nd Floor Reference Desk Free: With subscription to Prime Video Buy a viewing
<i>Tiny Furniture</i>	Yes – Note: You only are responsible for the 7-minute clip we will show/discuss in class	FREE: Streaming on ARES FREE: DVD on reserve at Library West 2 nd Floor Reference Desk Free: With subscription to AMC+ Buy a viewing
<i>Bear Nation</i>	No – view on your own. Note: Only responsible for first 50 mins.	FREE: Streaming on ARES FREE: DVD on reserve at Library West 2 nd Floor Reference Desk
<i>UnHung Hero</i>	No – view on your own. Note: Only responsible for first 30 mins.	FREE: Streaming on ARES FREE: Tubi TV (with commercials) FREE: DVD on reserve at Library West 2 nd Floor Reference Desk Buy a viewing
"Eye of the Beholder" (Season 2, Ep. 6 [#42]) <i>Twilight Zone</i>	Yes	FREE: Streaming on ARES FREE: Pluto TV or Freevee (with commercials) FREE: DVD on reserve at Library West 2 nd Floor Reference Desk Free: With subscription to Paramount+ Buy a viewing
<i>Fatal Attraction</i>	No – view on your own	FREE: Streaming on ARES FREE: Pluto TV (with commercials) FREE: DVD on reserve at Library West 2 nd Floor Reference Desk Free: With subscription to Paramount+ DVD on reserve at Library West 2 nd Floor Reference Desk

ASSESSMENT AND GRADES

This section will cover: Graded Course Activities, Modes of Submission Grading Scale, & Missed Classes.

Graded Course Activities

See detailed Instruction Sheets, Organization Templates, and Samples under each Module on CANVAS.

Module 1: Writing Response Paper (WRP): 1000 words minimum - 1850 maximum: 250 points

You will choose from a list of texts (see list under the assignment on CANVAS) that we studied either in the 1st part of the semester or the 2nd part of the semester (depending on what assignment group you are assigned to, **Group A or Group b**). You will need to review the detailed assignment sheet before writing this essay. This assignment has four parts:

- a. Thesis: Identify the author's thesis of the text
- b. Summary: Summarize text in your own words
- c. ITC (Intertextual connection): Compare and contrast the text you summarized to a text you found outside of class.
- d. Opinion: Explain why you liked the text or why you did not like the text or how it affects/impacts your own life experiences using specific examples from the text and your experiences.

This assignment shows that you can summarize a text, apply the ideas you have learned in the text to a primary text you encounter on your own as well as relate the concepts in the text to events and ideas in the larger world at hand.

Module 2: Analysis Essay: 1000 words minimum - 1850 words maximum : 250 points

You will write a thesis-driven essay that will require close analytical reading of texts and/or comparison/contrast of two texts. You will have a choice of several possible prompts to use as your thesis and/or topic for your analysis essay. The prompts are posted about a week before the assignment is due. You will need to review the detailed assignment sheet before writing this essay.

Module 3: In-Class Quizzes: 250 points

You must keep up with the reading/watching so you can participate meaningfully in class discussions and get the maximum benefits from this course. To get credit for keeping up with the reading/watching and taking good class notes, you will take TWO non-cumulative closed-book quizzes to demonstrate that you are adequately reading, paying attention in class, and understanding and interpreting the texts. The material for the quizzes comes from our class texts AND class discussions/lectures. Each Quiz takes has two parts. **Quiz 1** will be taken over two days around the mid-point of the semester:

- **Part 1 (50 mins):** Short essay prompts. You are presented with 8 prompts; you must answer 6 (6 @ 26/25 points each = 151 points.)
- **Part 2 (50 minutes):** Multiple choice questions, 33 @ 3 points each (99 points).

Quiz 2 will be taken during finals week during the designated time for this class. You will take Quiz 2 as one quiz – getting parts 1 and 2 at the same time, and you will have 100 minutes (50x2) to finish the entire quiz.

Each quiz is non-cumulative. Even though Quiz 2 will be taken during finals week, it will only cover the material studied after Quiz 1.

Module 4: Grammar, Style, and Writing Assistance

You will watch a lecture entitled “How to Write with Good Style.” After watching the lecture, you will have the option to turn in a 3-point extra credit assignment. This Module also contains PowerPoints on how to write with good grammar and good style for your own review, as a small part of your grade on both essays does involve grammar and style.

Optional Rewrites

You have the option to rewrite the WRP and Analysis Essay for the **average** of the two grades (you can rewrite both or just one or none – totally your choice). You do not write a new essay on a new topic; instead, you improve on the essay you already wrote using the comments received from your instructor. Rewrites:

- Are uploaded under the original assignment with a clean copy (no track changes, comments, or strikeouts)
- Are due about one week after the original essay is returned and graded.
- Do not erase late points taken on the original assignment; the average of the two grades will be applied *after* late points are subtracted.
- Must be submitted on time. Late rewrites cannot be accepted due to time constraints. If CANVAS will not allow you to upload your rewrite, it is late and cannot be accepted. Please do not email the rewrite to your instructor or post it as a document in comments section under the assignment.
- **Highlight** any changes made

Rules about **highlighting** Rewrites:

- Anytime you type in new material, highlight it.
- Any time you take out material, no need to highlight or note that material has been taken out.
- A good rule to remember: if you type something new on a revised essay, highlight it. If you take out any part of a revised essay, do NOT highlight the space where you removed the words, punctuation, etc.
- **If you do not highlight the changes made, your original grade will have to stand due to time constraints.**
- **Exception:** If you rewrite an entire assignment (or an entire section on the WRP), write “Global changes made – no highlighting” at the beginning of the section/paper.

Optional Extra Credit

You will have an optional style exercise (MOD 4, worth 1-3 points), and an Extra Credit Multiple Choice Question (worth 3 points) for Practice Quizzes 1 and 2.

Modes of Submission

WRP and Analysis Essay:

- Due at 11:59 pm **on the due date**
- WRP and Analysis Essay (and their optional rewrites with **highlights**) must be **uploaded on CANVAS in either DOC, DOCX, or PDF format** (CANVAS doesn’t accept PAGES)
- Double spaced and include the word count somewhere in the document. A good place: After your name in parentheses. Example: Sam Student (1225). For the WRP, you also will record the word count for each of the four sections (See sample WRP for a sample of this format)
- Use MLA citation style

In-Class Quizzes:

- Closed book. No notes, phones, other information can be accessed/used
- Proctored. You cannot take them on your own – **you must be in class or the DRC facility**
- Taken on your personal electronic device. You must bring a laptop or iPad to class on Quiz days or be prepared to take a paper copy of the Quiz.
- Taken during class time period. EXCEPTION: If you have DRC accommodations that need to work around your other classes
- Timed (50 minutes, each for Quiz 1, Part 1 and Quiz 1, Part 2, AND 100 minutes for Quiz 2 (both sections taken on same day).
- Both Part #1 (Short Essay Prompts) and Part #2 (Multiple Choice Questions) are taken on your laptop using Respondus LockDown Browser, through CANVAS' QUIZZES function.
- Download the Respondus LockDown Browser software before Quiz 1, Part 1. You will take practice quizzes within a 24-hour window before Quiz 1 & 2, to make sure you have properly downloaded the software.

GRADING SCALES AND POLICIES

Successful assignments will demonstrate understanding and practice of professional writing. Students are expected to follow the conventions of the discipline as specified in the appropriate formats for each assignment. To receive a passing grade in the course, each paper must reach the minimum assigned word count. The grading scale:

Grade	GPA	Percent	Points	Grade	GPA	Percent	Points
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%	000- 599

Additional information on current UF grading policies can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Missed Classes

You are responsible for any information presented or discussions that take place in class. Topics covered in class discussions often appear on the quizzes, and any missed classes have the potential to affect your grade negatively.

If you miss class, please don't email me asking, "I was absent on X day; what did I miss?" Due to the total number of students I have each semester, I am not able to send summaries of missed class material via email; however, I am happy to go over missed class materials in office hours or by appointment.

If you miss any class period, you have the following options to catch up:

- Contact a student from class to get his/hers/their notes. You also may make this request for notes on the DISCUSSION BOARD on CANVAS.
- Attend office hours or make an appointment with your instructor to discuss missed class material or lecture.
- If possible, listen in/watch on the class ZOOM link (see below)

Zoom Class Link

You will have access to a ZOOM link – found under MODULES Tab on CANVAS under the Introductory Information Module and entitled “Absent: Zoom Link for CLASS” - so that you can keep up with class materials if you are unable to be present in class for any reason.

Signing on the ZOOM link info:

- It is not connected to attendance
- **You will be marked as absent if you are not in the face-to-face classroom.** If you are on the ZOOM link and have an excused absence, you will be marked as excused; however, if you are on the ZOOM link and do not have an excused absence, you will be **marked with an unexcused absence**
- You can only observe the class so that you can see and hear activities and take notes so that you stay caught up with course materials; you won't be able to participate in class discussions. Please don't use the “Chat” function, as your instructor will not have the opportunity to answer/respond to “Chat.” Email any information you need to communicate to your instructor. there is an emergency
- If you cannot hear or see the class, email the TA ASAP.

WST 2611 not a hybrid class. The Zoom link is set up as a courtesy by your instructor to help students keep up with course activities/materials when absent.

UNIVERSITY POLICIES AND RESOURCES

This section contains the following information: Attendance Policy, Late Essay/Quiz Make-Up Policies, Students Requiring Accommodations, UF Evaluation Process, UF Honesty/Plagiarism Policy (including AI), and In-class Recording Policy

ATTENDANCE POLICY |

For daily class attendance-related issues: Contact the TA, who has authority to excuse class absences.

For missed due dates-related absences: Contact your instructor. The TA cannot waive late points from essays nor arrange for makeup quizzes due to absences, so all requests for extension on assignments/make-up quizzes must be approved by the instructor.

Attendance in this class is required and will be recorded on CANVAS under ATTENDANCE.

You may miss **FOUR** classes (unexcused absences) with no penalty to your grade. For each unexcused absence after FOUR, **you will lose 10 points off your final grade. Excused absences do not count as absences.** In general, acceptable reasons for excused absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition, or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) will be excused.

If you have any other documentation that you would like considered for an unexcused absence attending class, please discuss it on a case-by-case basis with your TA. Absences related to university-sponsored events must be discussed with prior to the date that will be missed. If absent due to a

scheduled event, students are still responsible for turning assignments in on time. Students are responsible for all materials covered in class on missed days.

Late to/Leave early: Students are expected to be on time. Habitually tardiness disrupts the class and may cause you to miss important announcements or class information. If you must leave early, please inform either the instructor or the TA before class begins either in person or via email.

LATE Essay ASSIGNMENTS & Quiz MAKE-UP POLICIES |

All waiving of late points for essays and arranging for make-up quizzes must be approved by the instructor. Please note:

- You can get no grade higher than a C if you miss any assignment as each one is worth 250 points or 25% of your grade
- You cannot receive WR 2K credit (Writing Requirement, 2000 words) if either the WRP or Analysis essay is not completed

You will need to forward any documentation related to late points penalties and missed quizzes to the instructor and NOT the TA (the TA only handles missed class attendance issues.)

LATE ESSAYS

Are accepted (WRP and Analysis essays) but are penalized 10% of the total grade on a *prorated basis per HOUR*. **For example:** If the Analysis Essay, due at 11:59 pm, is turned in the next day at 9 am, the late penalty would be: 250 points x 10% = 25 points/day or 1.4 points/hour = 1.04 x 9 hours = 9 points late fee.

Waiving of late points can be considered for documented illnesses and emergencies. Other situations/documentation are considered on a case-by-case basis. Many times, accommodations can be arranged for waiving late points, so students are *strongly encouraged to contact the instructor* any time a student turns in a late essay.

Waiving of essay late points cannot be considered for:

- Non-documented illnesses or emergencies
- Religious holidays
- University-sponsored events
- Other coursework due the same day

Late optional rewrites of essays are not accepted due to time constraints.

MISSED QUIZZES

All quizzes must be taken in class or the DRC on the due date with exceptions for:

- University-sponsored events such as athletics and band
- Documented illness or emergencies
- Religious holidays

Please contact your instructor ASAP for any missed quiz:

1. **When you know ahead of time** that you will miss a quiz: a university-sponsored event, religious holiday, or scheduled health event), you must contact the instructor ahead of time and plan for making up the quiz.

2. **If you experience a sudden hardship, illness, or emergency** that prevents you from taking a quiz on any scheduled day, please contact your instructor immediately to let her know that you will miss or have missed a quiz.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

STUDENTS REQUIRING ACCOMMODATIONS |

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF EVALUATION PROCESS |

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 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/>

The UNIVERSITY'S HONESTY POLICY REGARDING CHEATING, PLAGIARISM |

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the 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." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. <https://sccr.dso.ufl.edu/process/student-conduct-code/>. If you have any questions or concerns, please consult with the instructor or TAs in this class.

AI and plagiarism:

The use of artificial intelligence or Chatbot software is considered academic dishonesty. As indicated in the Honor Code, "A Student must not submit as their own work any academic work in any form that the Student . . . obtained from an outside source."

IN-CLASS RECORDING |

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.

Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor and Student Conduct Code.

ADDITIONAL INFORMATION AND RESOURCES

COUNSELING AND WELLNESS CENTER |

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

THE WRITING STUDIO |

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

Additional Campus Resources |

This list contains a few helpful resources; for a complete list of all campus resources, please see Section C 5 here: https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_09_09_2022.pdf

The Office for Accessibility and Gender Equity <https://titleix.ufl.edu/>

Office of Victim Services 1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.) (352) 392-1111 (after business hours and on weekends)

Alachua County Victim Services & Rape Crisis Center 352-264-6760 Monday-Friday, 8:30AM - 5PM, some services available 24/7

Peaceful Paths Domestic Abuse Network 352-377-8255 (24-hour helpline)

COURSE CALENDAR

This section contains the assignment table with due dates and point values & the daily course schedule.

ASSIGNMENT TABLE: Due Dates and Point Values

This table provides a visual representation of our assignments this semester.

Due Dates & Times	Assignment	Point Value	% of Grade	# of words	Rewrite for avg of two grades
Opens: Fri Jan 12 at 3pm Due: Wed Jan 17 @11:59 pm	Optional +3-point Style worksheet – Extra Credit	3 (EC)	n/a	n/a	No
Fri, February 2 @ 11:59 pm	Writing Response Paper (WRP) - Group A* Analysis Essay – Group B*	250	25%	1000 words min to 1850 words max	Yes – date announced after the assignment is graded
Opens: Mon Feb 26 @ 3 pm Due: Wed Feb 28 @ 3 pm	Practice Quiz 1	3 (EC)	N/A	N/A	N/A
Wed, Feb 28 – in class	In-class Quiz #1/Part 1: Short Essay Prompts 6 prompts @ 26/25 = 151 points	151	15%	N/A	N/A
Friday, March 1 – in class	In-class Quiz #1/Part 2: Multiple Choice: 33 @ 3 points = 99 points	99	10%	N/A	N/A
Friday, April 5 @ 11:59 pm	Analysis Essay – Group A* Writing Response Paper (WRP)– Group B*	250	25%	1000 words min to 1850 words max	Yes – date will be announced after the assignment is graded
Opens: Tue Apr 30 @ 3 pm Due: Thu May 2 @ 3 pm	Practice Quiz 2	3 (EC)	N/A	N/A	N/A
Thursday, May 2: 7:30 am – 9:30 am Taken in classroom (2319 TURL) Parts 1 & 2 taken in same Quiz	In-class Quiz #2/Part 1: Short Essay Prompts 6 prompts @ 26/25 = 151 points In-class Quiz #2/Part 2: Multiple Choice: 33 @ points = 99 points	151 99 Total: 250	15% 10% Total: 25%	N/A	N/A
TOTALS		1000	100%	2000 words minimum	

*After add/drop, you will be assigned to either Group A or Group B. Group A consists of the first 30 students on the roll alphabetically by last name; Group B, the last 30 students on the roll alphabetically by last name.

DAILY COURSE SCHEDULE of topics and assignments

This calendar is subject to change for pedagogical or logistical reasons. To the extent possible, students will be notified in advance of any such changes.

You must be prepared to discuss the text listed under each specific day; therefore, you should have read/viewed the text assigned for that day before coming to class. **For example**, the long poem *Goblin Market* is listed under Wednesday, January 17; therefore, you should have read the poem with care before class begins and be prepared to discuss the poem in class on this day.

There are a few asynchronous classes that require watching the lecture on your own. You have the option of doing this asynchronous work on your own (time and place) or you can elect to do this asynchronous work in our classroom. This is 100% your choice. Attendance will NOT be taken on asynchronous class days. Choose the learning environment that best suits your needs for completing the asynchronous work. *You are 100% responsible for all the material presented in the asynchronous classes, so please make sure you watch the lectures or complete the work with the same attention you would give if you were attending a live class. You must complete asynchronous work by the next class period (for lectures).*

TEMPLATE

ARES	Reading assignment available for FREE on Library West's COURSE RESERVES
MOD#	Module number. See MODULES on CANVAS
TEXT	Any course material you must access/purchase on your own

Your instructor has included any content warnings next to the text under each day of the syllabus. If you don't feel you can attend class on a given day based on these content warnings, please contact your instructor to arrange for an excused absence for that day.

Week 1: Jan 8 – 12 - add drop ends Friday, January 12 at 11:59 pm

Introduction to class

MOD 3A: Weblink#1: Dance: "Bleeding Love"

MOD 4: Asynch Lecture #1: How to Write with Good Style`

ARES: Song: "Song for Sharon" (1976) --Joni Mitchell

Week 2: Jan 15-19

No Class – MLK, Jr. Day

Group A and Group B assigned

MOD 2: Analysis Essay Prompts GROUP B – Posted

ARES: Poem: *Goblin Market* (1862) - Christina Rossetti – *content warning: rape, sexual violence*

ARES: Drama: *Trifles* (1915) – Susan Glaspell

DUE: Wed Jan 17: Optional Assignment Style Exercise for Extra Credit (1-3 points) at 11:59 pm

Week 3: Jan 22-29

Prepare for Writing the WRP or Analysis Essay:

- **If in Group A:** All under MOD 1
 - Watch Asynch Lecture #2: How to Write the WRP Essay: 0:00 – 35:00
 - Watch Asynch Lecture #2: Extra Info on sample essays: 1:14.14 - 1:16.19
 - Review accompanying materials:
 - Assignment sheet, rubric, sample essay

- **If in Group B:** All under MOD 2
 - Watch Asynch Lecture #2: How to Write the Analysis Essay: 35:00 - 1:14.14
 - Watch Asynch Lecture #2: Extra Info on sample essays: 1:14.14 - 1:16.19
 - Read over Analysis Essay prompts for Group B (posted on Wed Jan 24)
 - Review accompanying materials:
 - Assignment sheet
 - Rubric
 - Sample analysis essay
 - Blank template to organize essay

ARES: Film: Watch in Class: *Tiny Furniture* (Lena Dunham, 2010) – 7 minutes ONLY from 1:20 mark to 1:26 mark – You are only responsible for seeing this 7-minute clip of the film

ARES: Short Story: “A Telephone Call” (1927) - Dorothy Parker

Week 4: Jan 29 - Feb 2

ARES: Short Story: “Territory” (1982) David Leavitt

ARES: “Andrew” (2011) Andrea Gibson

MOD 3A: Weblink#2: to hear “Andrew” read by author

DUE: Assignment Due: WRP --250 points (Group A)

DUE: Assignment: Due: Analysis Essay --250 points (Group B)

Week 5: Feb 5 - 9

ARES: Chapter from Novel: (Ch 13) from *Stone Butch Blues* (1993) Leslie Feinberg

ARES: Film: *All About My Mother* (Pedro Almodóvar, 1999)

Week 6: Feb 12 - 16

ARES: Documentary: *Bear Nation* (Malcolm Ingram, 2010) - Watch first 50 minutes only.

ARES: Poem: “Daddy” (1962) – Sylvia Plath -ARES – content warning: suicide

ARES: Poem: “Lady Lazarus” (1962) – Sylvia Plath – content warning: suicide

Week 7: Feb 19 - 23

ARES: Essay: Excerpt from *The Souls of Black Folk* (1903) - W.E.B. Du Bois

Prepare for Quiz 1: ALL Under MOD 3A

- Watch Asynch Lecture #3: How to Prepare for the Quizzes
- Watch Asynch Lecture #4: Review of Practice PPT for Quiz 1
- Review Quiz 1 Study Guide & Sample Quiz

Week 8: Feb 26 – Mar 1

ARES: Short Story: “Everyday Use” (1973) -Alice Walker

DUE: Wed Feb 28: Quiz 1/Part 1: Short Essay Prompts – take in class on laptop

DUE: Fri Mar 1: Quiz 1/Part 2: Multiple Choice – take in class on laptop

DUE: Fri Mar 1: Practice Quiz closes at 3 pm

Course Materials for Quiz 2 begins HERE

Week 9: Mar 4 – 8

TEXT: *For Colored Girls Who Have Considered Suicide when the Rainbow is Enuf* (1975) – Ntozake Shange
– content warning: rape, abuse

MOD 3B: Watch Asynch Lecture #5: Analysis of poem: “Wild Nights” and Review #7 PPT

ARES: Poem: “Wild Nights” (1861) – Emily Dickinson

Monday March 11 – Friday March 15: Spring Break**Week 10: Mar 18 – 22**

ARES: Short story: “How to date a brown girl” – Junot Diaz (1995)

MOD 2: Analysis Essay Prompts GROUP B – Posted

MOD 3B: Weblink#3: “Alma” read by Viktor Rasuk: <https://www.youtube.com/watch?v=Q91KtUSIkds>

ARES: Short Story: “Alma” Junot Diaz (1995) – no need to read ahead - will be read in class

ARES: Poem: “Exotic” Suheir Hammad (2010)

MOD 3B: Weblink#4: “Exotic” Read by Author

Week 11: Mar 25 – Mar 29

Review for WRP and Analysis Essay

ARES: Essay: “Willing and Able” *Bitch Magazine* (2011). C.T. Jones

MOD 3B: Weblink#5: Ted Talk: (2014), Stella Young: “I am not your inspiration”

ARES: Essay: “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality” (1989): ONLY Sections II (Sexual Thoughts) and Section VII (Conclusions) – Gayle Rubin

Week 12: Apr 1 - 5

WATCH in class and Discuss: TV: Episode of *The Twilight Zone* called “Eye of the Beholder” (Season 2, Ep. 6 [#42] 1960, Rod Serling)

ARES: Film: - *Unhung Hero* (Brian Spitz, 2013) Watch 1st 30 minutes only – you are only responsible for the first 30 minutes – Stop when Patrick first appears in the hot dog costume

DUE: Assignment: Analysis Essay --250 points (Group A)

DUE: Assignment: WRP --250 points (Group B)

Week 13: Apr 8 - 12

ARES: Essay: “Dealing with the, uh, problem” excerpt from *Crazy Salad* - Nora Ephron (1975)

Mod 3B: Weblink#s 6A-6F: Various Feminine Hygiene Commercials

ARES: Poem: “the mother” (1945) - Gwendolyn Brooks

ARES: Song: “Little Green” (1971) - Joni Mitchell

ARES: Film: *Fatal Attraction* (Adrian Lyne, 1987) – content warning: partner violence/animal abuse

ARES: Essay: *Backlash* excerpt (1991) - Susan Faludi

ARES: Short Story: “Hills Like White Elephants” (1927) – Ernest Hemingway

Week 14: Apr 22 – Apr 24

ARES: Short Story: “The Short Happy Life of Francis Macomber” (1936) – Ernest Hemingway

MOD 3B: Review PPT with Sample Essay Prompts and MC ?s for Quiz 2

Reminder: Quiz 2 is NON-CUMULATIVE

Thursday, May 2: 7:30 am – 9:30 am in 2319 TURL – Under MOD 3B

- Quiz 2/Part 1: Short Essay Prompts – take in class on laptop
- Quiz 2/Part 2: Multiple Choice – take in class on laptop

Set up as one Quiz; 100 minutes to finish Quiz 2.

MOD 3B: Practice Quiz closes at 3 pm