

WST 2612 (class # 17717)
Social Science Perspectives on Gender and Sexuality
Summer B 2024

MTWRF 2 (9:30-10:45am) Online; Zoom; 3 Credits

INSTRUCTOR INFORMATION

Instructor: Dr. Joanna Neville (She/her)

Office Hours: Mondays, Wednesdays from 9 to 9:30 am and 10:45 to 11:15am via Zoom or by appointment if needed. See link in Canvas.

Graduate Teaching Assistant: Sonbol Bahramikamangar

Undergraduate Teaching Assistants: Olivia Johnson and Zeina Benton

Instructor email and phone contact and graduate and undergraduate teaching assistant contact information are all provided in the course Canvas page.

COURSE GOALS AND OBJECTIVES

Course Goal: The goal of this course is to examine the social construction of gender, sexuality, race, class, and other identity categories. Readings focus on individuals, families, and cultural groups, mainly in the US but with attention to other nations. Includes subjects as intimate as the body and violence and as pervasive as politics and the law. Emphasizes differences in daily life experiences of health care, education, sports, and religion. Also examines the potential of movements for social change.

Course Aims, Objectives, and Outcomes: This course focuses on social science perspectives on sex and gender. This course is a social and behavioral sciences (S) subject area course in the UF General Education Program. It also satisfies a Diversity (D) requirement.

Diversity (D) – In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students will 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 US society.

Social and Behavioral Sciences (S) – Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions. Social sciences courses are designed so that -- if you complete all assignments satisfactorily -- you will achieve the following learning outcomes in content, communication, and critical thinking. More specifically, at the end of this course, students will be expected to have achieved the following learning outcomes concerning content, communication, and critical thinking: **Content:** Demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline. **Communication:** Communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline. **Critical**

Thinking: Analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems

Specific Learning Outcomes: Introduce students to basic sociological concepts and theories through their application to the study of gender.

By the end of the course, students will be able to:

- Describe how observed differences in people's lives may be influenced by societal forces.
- Analyze how people's life experiences may vary by age, ethnicity, sexual identity, social class, and race.
- Discuss the ways in which gender can affect experiences within social institutions.
- Analyze the ways in which gender, along with race, ethnicity, and social class, can shape the distribution of resources.

COURSE MATERIALS

Required textbook: *Questioning Gender: A Sociological Exploration* (4th edition), by Robyn Ryle. Sage Publications. 2021.

- All other assigned material is available through Canvas
- Materials and Supplies Fees: None

ASSESSMENT AND GRADES

Graded Course Activities

Note: Detailed assignment instructions are provided on the course Canvas page.
Assessments: These assignments will assess the student learning outcomes (SLO) described above.

Examinations (50x3)= 150 Points

Examinations (50x3=150 points): Each exam will assess the basic understandings of three sections, which are the foundation for the course. There are three exams. The exams are NOT cumulative, and each will consist of 50 multiple-choice questions pertaining to lecture, in-class discussion, and course material from the three sections. They will be on Canvas. No additional software is needed.

Response Papers (4x30=120 Points)

Response Papers (4x30 =120 points): These (4) response papers help students identify and develop an understanding of the construction of sociological knowledge and develop critical thinking, reading, and writing skills. They are due no later than the listed time/day. Each response needs to have a minimum of 500 words and maximum of 650-700. See the assignment page for rubric. Submit via Canvas. You may receive points off for late projects. There are FIVE assigned papers, but I will drop the lowest grade. This will total the 2,000-word requirement.

Participation Total: (24+16= 40 Points)

Participation Total: 40 points

A) Participation Reflections Discussion Posts (8x3=24 pts): These assignments connect the material to the lived local experiences of students as well as more global ones. You are

required to “reflect” or comment on at least one of the additional articles that correspond to each chapter by posting on the Discussion thread. Your post must be at least 100 words and analyze the topic of that week and how the article intersects with the topic. You only need 8 out of 10. The reflections must critically analyze the MATERIAL. Tie it back to the material for that week. They must be posted from the author’s account and must be original. This is casual writing as if you are raising your hand in class. As such, these responses do not count toward the 2000-word writing requirement. *Introduction posts are mandatory. **I will use these posts as a jumping off for our discussions, so be prepared to discuss your post.** All posts will be via Canvas.

Discussion Post Replies (8x2= 16points): These responses allow students to interact with each other and learn others’ perspectives. You are to comment on the chapter discussion posts for the week. A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed, especially in a course that focuses on pressing and controversial social and political issues. Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behavior is not acceptable. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, especially when we disagree with them. However, in this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars rather than in defending points of view we have formed outside the classroom.

Tie your arguments back to the chapter material. You are only required to respond to 8/10 posts. All posts are via Canvas. **Again, I will use these responses as part of our class discussions, so be prepared to discuss your responses.**

WRITING REQUIREMENT: This course has a 2000-word writing requirement. For more information about UF’s writing requirement, see <https://catalog.ufl.edu/UGRD/student-responsibilities/writing-requirement/> In essence, your papers are evaluated not only for content but also for construction and writing style.

*Please note: A minimum grade of C is required for general education credit. An earned grade of C minus will not be a qualifying grade for your major, minor, Gen. Ed., or basic distribution credits.

Grading Scale and Policies

Grade Scale and UF grading policy: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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

Letter Grade	Points
A	310-290
A-	289-278
B+	277-269
B	268-256
B-	255-247
C+	246-238
C	237-225
C-	224-216
D+	215-207
D	206-194
D-	193-285
S	<284

COURSE CALENDAR

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.

The syllabus calendar provides an overview. Detailed instructions about each assignment and other course content can be found on the course Canvas page.

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1: Course Introduction and Part One: What Are the Most Important Questions to Ask about Gender? And Chapter One July 1-5	Classes Start		Introduction Posts Due	No Class: Independence Day	Discussion Post #1 Due before class
Chapter Two and Chapter Three Week 2 : July 8-12			Response One Due before 11:59pm		Exam One Due on Canvas. We will not meet
Part Two: How Are our Lives Filled with Gender? Chapter Four and Chapter Five Week 3: July 15-19		Discussion Post #2 Due before class	Response Two Due before 11:59pm		Discussion Post #3 Due before class
Week 4: Chapter Seven and Exam Two and Start: Part Three: Gender and Social Institutions Chapter 08 July 22-26	Response Three Due before 11:59pm	Discussion Post #4 Due before class	Exam Two Due on Canvas. We will not meet		Discussion Post #5 Due before class
Week 5: Chapter Nine and Chapter 10 July 29-Aug2	Response Four Due before 11:59pm		Discussion Post #6 Due before class		Last day to withdraw for a "W" Discussion Post #7 Due before class

Week 6 Chapter 11 and Third Exam on Chapters 8-11 Aug 5-9	Response Five Due before 11:59pm		Discussion Post #8 Due before class	Biggest Take-Away due before 11:59pm	Exam Three due on Canvas. We will not meet.
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UNIVERSITY POLICIES AND RESOURCES

Attendance and make-ups

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>.

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.

Course Evaluations

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.ua.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.ua.ufl.edu/public-results/>.

ADDITIONAL POLICIES AND RESOURCES

The university’s honesty policy regarding cheating, plagiarism, etc. suggested wording:

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.

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 Code and Student Conduct Code.

For a list of additional campus resources, 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)