

WST 3015: Interdisciplinary Perspectives in Women's Studies



Artwork by April Bey, "Calathea Azul" (2022)

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Office hours via Zoom or In Person: Thursdays 9:00-10:00am and by appointment

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*Instructor office location, zoom link, and office number will be provided on the course Canvas page.

About the class

The designations H, S, and D in the following description reflect required UF Gen Ed Subject Area Objectives found [HERE](#) and Student Learning Outcomes found [HERE](#).

Drawing on materials and methodologies from a variety of disciplines, this course explores the diverse experiences of women, gender and sexuality in society and culture (H, S). We will explore the historical processes and contemporary experiences characterizing social and cultural differences (D) within the United States and abroad.

This course covers a variety of ideas and views about the topics of focus, taught as objects of analysis within the larger course of instruction. Emphasis is on critical thinking, examination of evidence, and evaluation of arguments. No lesson is intended to compel a particular feeling or belief. Endorsing or agreeing with a particular view is not expected or required.

Prerequisites

Critical Tracking semester 2 or greater or 3 credits of WST.

This course can count for either 3 credits of H or 3 credits of S, depending on which requirement the degree audit process identifies as needing to be filled in the students' degree program. This course does not count for 6 credits of both H and S simultaneously.

General Education Designation: Humanities (H) - Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.

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 relevant factors that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

General Education Designation: Social and Behavioral Sciences (S) - Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. Social and Behavioral Sciences is a sub-designation of Social Sciences at the University of Florida.

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.

Secondary General Education Designation: Diversity (D) - his designation is always in conjunction with another program area. Courses with Diversity should demonstrate that a majority of the course addresses Diversity content and engagement and it should be a substantial, defining feature of the course.

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.

All General Education subject area objectives can be found [here](#).

Writing Requirement: 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.

This course fulfills the 4,000-word writing requirement. I will provide feedback on the content of your writing in addition to grammar, punctuation, clarity, coherence, and organization. This course will have a total of 4 writing assignments that will make up the 4,000-word writing requirement.

Our course will adhere to the **Chicago Manual of Style, 16th edition**. You can access a streamlined style guide in the Writing Resources section of our Canvas site, and the full Chicago Manual of Style is accessible via our course reserves.

If you seek additional assistance on your writing assignments, please access the Writing Studio on campus: <https://writing.ufl.edu>

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/>

More information about UF's writing requirement can be found [here](#).

Trigger Warning/Content Notice

Some of the required materials in this class include explicit depictions and/or descriptions of nudity, sexual acts, and physical violence. Some materials describe or depict experiences of sexual, gender-based, and race-based trauma. I have assigned these works to facilitate learning on women's lives, gender, and sexuality. If you believe engagement with these materials would likely cause you significant discomfort, it may be in your interest to drop the course.

Student Learning Outcomes:

A student who successfully completes this course will be able to:

Content:

--Define key terminology, concepts, theories, and methodologies in interdisciplinary perspectives on women, gender, and sexuality in connection with racial categories in society and culture.

--Describe how women have used scholarship, art, and community engagement to express their perspectives in society and culture.

--Discuss how art, media, and popular cultures are significant areas where social formations of gender, race, and sexuality are contested.

These content objectives fulfill social/behavioral and diversity designation course outcomes

Assessed by papers, discussion posts, study crew presentations, and structured discussion preparations.

Critical thinking:

--Compare, contrast, and evaluate interdisciplinary claims from different periods and social locations.

--Conduct visual and textual analysis.

--Analyze how formations of gender, race, class, and sexuality are interconnected.

These critical thinking objectives fulfill humanities designation course outcomes.

Assessed by papers.

Communication

--Describe ideas in written assignments such as essays and response assignments. Building oral communication skills through collaborative oral presentations based on course materials.

These communication objectives fulfill outcomes in diversity, humanities, and social/behavioral course outcomes.

Assessed by papers, study crew presentations, and short discussion posts.

Required Texts and Media

Book: *Bad Fat Black Girl* (2021), by Sesali Bowen, HarperCollins Publishers.

Other required materials are listed in the Course Schedule below and will be available as PDFs on Canvas or as web links on the syllabus. You are also required to watch videos or listen to podcasts listed on the syllabus for particular class meetings.

Powerpoints are available under modules on Canvas for most texts. These are an added learning resource but are not intended to replace your own notes. I highly recommend that you take your own detailed lecture notes. Additionally, Powerpoint material does not indicate my personal endorsement of course material (or that of the teaching assistant). The purpose of these slides is for review of course concepts.

Material Fee: None

If you encounter technical problems with Canvas please contact tech support at learning-support@ufl.edu

For more information visit: <https://elearning.ufl.edu/student-help/>

Grading in this Course

As a teacher, I am interested in students engaging with diverse perspectives. Students in my courses are never penalized for not agreeing with a particular argument or perspective that we explore, nor are they rewarded for agreeing with certain arguments. My only expectation is that you demonstrate understanding of the knowledge we engage with in class.

I calculate grades in this course using a point system. Assignments have corresponding point values that add up to a maximum of 100. Point values for assignments are listed below. I use this scale in determining your final grade. *A minimum grade of C is required for general education credit.*

Information on UF's grading policy can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

You should expect your work to be graded within 7 days of submission. If I anticipate a delay due to unforeseen circumstances, I will inform you.

Letter Grade	Points
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
E	<59

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Undergraduate Coordinator Dr. Joanna Neville: jneville@ufl.edu

Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

Course Recording Policy and Privacy Statement

Our class sessions may be audio-visually recorded for students in the class to refer back to and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the “chat” feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials are prohibited.

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 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

Course Evaluation

Your final grade will be based on the following (more details on assignments are provided on Canvas):

Paper #1: The Body and Racialized Gender/Sexuality (1,000 words)

Apply concepts from Module 1 in an analysis of a cultural representation of gendered embodiment.

-- Submit via Assignments on Canvas

-- Value 10 points

Paper #2: Analysis on Gender, Citizenship, and Media Representation (1,250 words)

Analyze a contemporary media representation of gender and citizenship in the United States. You will choose a media representation of an influential political figure.

-- Submit via Assignments on Canvas

-- Value 12 points

Paper #3: Popular Culture or Current Event Analysis (1,250 words)

You will research and analyze a popular culture work or current event on the topic body positivity, work, money or relationships.

-- Submit via Assignments on Canvas

-- Value 12 points

Paper #4: Art Analysis (500 words)

Conduct internet research on an artist who explores issues of gender, select an artwork of theirs that interests you, and write an analysis that links it to key concepts from the course.

-- Submit via Assignments on Canvas

-- Value 6 points

Short discussion posts, 3 due, each worth 5 points

You will participate in 3 discussion threads on Canvas.

- Submit via Assignments on Canvas
- Value 5 points each (15 points total)

Study Crew Presentation (worth 15 points)

Students will be organized into 10 “study crews” of 4-5 students each. Each study crew will be assigned a 10-minute collaborative class facilitation to conduct at the commencement of one of our class meetings. These facilitations will introduce keywords, questions, and other prompts/learning resources to jump start our class discussions. More details will be provided on Canvas.

- Group class presentation plus self/group evaluations uploaded to Assignments via Canvas.
- Value 15 points

Structured Discussion Preparations (SDP), 6 due, each worth 5 points

Structured notes in outline form on 6 texts of your choice. *Readings marked [SDP OK] are eligible for SDP assignments.*

SDP sheets will appear as word documents linked in modules.

- Submit through the appropriate assignment link on Canvas
- Value 5 points each (30 points total)

Course Policies

Attendance policy

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>.

You are expected to attend all class meetings. Doing so will be critical to your success. This is an in-person class, meetings are not zoom recorded.

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

Please contact me if you anticipate an absence or soon after your absence to discuss your situation. Create your study crews early so that you have a group that you can share notes and class updates with.

Participation and Discussion Guidelines:

Your participation in this course will require your engagement with the course texts and related material. Please be prepared to participate in discussion by having done the assigned reading and work.

This course explores topics that affect people's lives in significant ways. Course topics also relate to contemporary social and cultural issues and as such may result in the sharing of personal perspectives and experiences. We will respect differences of perspective and each other's confidentiality. We will engage one another with consideration. Abusive and harsh language, intimidation and personal attacks will not be tolerated.

Correspondence:

I can answer questions during office hours or via e-mail. Please be aware that I receive a high volume of e-mails, if your query is time sensitive, please indicate that in the subject line.

Questions that require substantive engagement, such as commentary on an assignment, would be best addressed during office hours. I will expect for you to check your UF e-mail once a day in the event that there is a schedule change or if I need to send you important information. Class alerts will be sent via the Canvas system.

Our teaching assistant is also available to assist you during office hours or via e-mail.

Academic Integrity:

Whether intentional or inadvertent, plagiarism is a serious violation. All work submitted in this course must be your own. The use of sources such as ideas, quotations, paraphrases, or anything written by someone else must be properly acknowledged and cited. If you have questions about the proper citation of sources, please ask me. Students who plagiarize, or who cheat on an exam, will be subject to disciplinary action in accordance with university policy.

Late Submission of Assignments:

Assignments turned in late will lose 1 point per calendar day. If you foresee an issue in completing your assignment on time, please contact me as soon as possible. Assignments over three days late will not be accepted without documentation from a doctor or dean.

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>.

Accessibility

I am committed to making learning in this course accessible to all. Please contact me to discuss any learning needs that you may have. You can also access the resources listed below.

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.

<https://disability.ufl.edu/>

001 Building 0020 (Reid Hall). For information, call 352-392-8565 or email accessUF@ufsa.ufl.edu

UF Counseling and Wellness Center offers individual counseling, wellness counseling, couples counseling, problem solving help, CERC crisis services, and other assistance:

<http://www.counseling.ufl.edu/>

3190 Radio Road; (352) 392-1575 (8 am-5 pm, Monday through Friday)

Course 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. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) Students will be notified when the evaluation period opens and can complete evaluations through the email that they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here.](#)

Course Schedule:

This calendar is subject to change for educational or logistical reasons. To the extent possible, students will be notified in advance of any such changes. Please follow the modules on Canvas for the most up-to-date schedule.

Week 1

Thursday August 22nd

Course Overview

Week 2

Tuesday August 27th

It's a writing course—let's talk about writing!

Module 1: Gender and the Body

Thursday August 29th

Read: Cesare Lombroso [“Criminal Woman, the Prostitute, and the Normal Woman”](#)

Week 3

Tuesday September 3rd

Read: Sander L. Gilman. "[Black Bodies, White Bodies: Toward an Iconography of Female Sexuality in Late Nineteenth-Century Art, Medicine, and Literature.](#)" [SDP OK]

Listen to [Anything for Selena podcast](#) Episode 4: Big Butt Politics and discuss on Canvas

Graded discussion on the podcast (worth 5 points) due on **Canvas** by 11:59 pm EST on **Monday September 2nd**, the night before class.

Thursday September 5th

Read: Anne Meis Knupfer. 2001. "[To Become Good, Self-Supporting Women": The State Industrial School for Delinquent Girls at Geneva, Illinois, 1900-1935](#)" *Journal of the History of Sexuality* 9 (4): 420-446. [SDP OK]

Week 4

Tuesday September 10th

Read: Stephanie M.H. Camp, "The Intoxication of Pleasurable Amusement: Secret Parties and the Politics of the Body" from *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South* (2004, The University of North Carolina Press) [SDP OK]

Study Crew 1 presents

Thursday September 12th

Module recap and writing workshop space

Monday September 16th : Paper #1 due by 11:59 pm EST: 1,250 words (worth 10 points)

Module 2: Embodiment, Style, and Citizenship

Week 5

Tuesday September 17th

In class screening: *Imitation of Life* (1934) directed by John M. Stahl

Thursday September 19th

Complete *Imitation of Life* Screening

Read: Lauren Berlant, “National Brands, National Body: *Imitation of Life*” from *The Female Complaint: The Unfinished Business of Sentimentality in American Culture* (2008, Duke University Press) [SDP OK]

Study Crew 2 presents

Week 6

Tuesday September 24th

Read: Keyword: Citizenship by Lauren Berlant

Read: Renato Rosaldo, “Cultural Citizenship” <https://hemisphericinstitute.org/en/enc09-academic-texts/item/681-cultural-citizenship.html>

Thursday September 26th

Read: Anne Anlin Cheng, “Borders and Embroidery” from *Ornamentalism* (2018, Oxford University Press) [SDP OK]

Study Crew 3 presents

Week 7

Tuesday, October 1st

Read: Sylvia Chan Malik, “Chadors, Feminists, Terror: Constructing a U.S. American Discourse of the Veil” [SDP OK]

Study Crew 4 presents

Thursday, October 3rd

Read: Catherine S. Ramirez, “Black Skirts, Dark Slacks, and Brown Knees: Pachuca Style and Spectacle during World War II” from *The Woman in the Zoot Suit: Gender, Nationalism, and the Cultural Politics of Memory* (2008, Duke University Press) [SDP OK]

Study Crew 5 presents

Week 8

Tuesday, October 8th

Read: *Ralina L. Joseph, [“ ‘Of Course I’m Proud of My Country!’: Michelle Obama’s Postracial Wink”](#) from *Postracial Resistance: Black Women, Media, and the Uses of Strategic Ambiguity* (2018, New York University Press) [SDP OK]

Study Crew 6 presents

Thursday, October 10th

Read: *Simone Browne, “What Did TSA Find in Solange’s Fro? Security Theater at the Airport,” from *Dark Matters: On the Surveillance of Blackness* (2015, Duke University Press) [SDP OK]

Study Crew 7 presents

Week 9

Tuesday October 15th

Module recap and writing space

Thursday October 17th

No class, work on polishing Paper #2

Friday October 18th : Paper #2 due by 11:59 pm EST: 1,250 words (worth 12 points)

Module 3: *Beauty Culture, Social Media Visibility, and Value*

Week 10

Tuesday October 22nd

Read: *Halliday, Aria S. and Payne, Ashley N. (2020) "Introduction: Savage and Savvy: Mapping Contemporary Hip Hop Feminism," *Journal of Hip Hop Studies*: Vol. 7: Iss. 1, Article 3.

Read: Introduction to *Bad Fat Black Girl* by Sesali Bowen

Thursday October 24th

Read: *Kathy Piess, "Women Who Painted", from *Hope in a Jar: The Making of America's Beauty Culture* (1998, University of Pennsylvania Press) [SDP OK]

In-class screening and discussion “Self-Made” Episode 1, Netflix series

Study Crew 7 presents

Week 11

Tuesday October 29th

Read: *Sarah Banet-Weiser, "Shame: Love Yourself and Be Humiliated" from *Empowered: Popular Feminism and Popular Misogyny* (2018, Duke University Press) [SDP OK]

Study Crew 8 presents

Thursday October 31st

Read: Chapter 1 of *Bad Fat Black Girl*

In-class screening of Lizzo's "Watch Out for the Big Grrrls" Episode 3

Week 12

Tuesday November 5th

Read: Chapter 4 of *Bad Fat Black Girl*

Read: *Khong, Diana (2020) "'Yeah, I'm in My Bag, but I'm in His Too': How Scamming Aesthetics Utilized by Black Women Rappers Undermine Existing Institutions of Gender," *Journal of Hip Hop Studies*: Vol. 7: Iss. 1, Article 8. [SDP OK]

Thursday November 7th

Read: *Bolivar, A. (2021), "Nothing Feels Better than Getting Paid": Sex Working Trans Latinas' Meanings and Uses of Money. *Feminist Anthropology*, 2: 298-311. [SDP OK]

Bolivar discussion assignment worth 5 points, due by 11:59 pm on November 6th, the night before class.

Listen: Moonbeaming Podcast: "Let's Talk About Money: Demystifying Your Finances with Paco de Leon"

Study Crew 9 presents

Week 13

Tuesday November 12th

Read: Chapters 7 and 8 of *Bad Fat Black Girl*

Thursday November 14th

No class, presenting at conference

Week 14

Tuesday November 19th

Read: Chapters 5 and 9 of *Bad Fat Black Girl*

In-class screening of “Caresha Please: Latto & Yung Miami On Women Empowerment, Her Relationship, Changing Her Name & More

Thursday November 21st

Module recap and writing space

Monday, November 25th paper #3 due (1,250 words) pop culture or current event on gender, body positivity, work, money or relationships

Holiday No class Nov. 26 or 28th

Week 15

Tuesday December 3rd

Discussion of course takeaways and mini-essay on art analysis

Art assignment due **December 10th by 11:59pm**