

WST 3015: Interdisciplinary Perspectives in Women's Studies

Summer 2021 Theme/Beauty, Embodiment, and Belonging

Instructor: Dr. Jillian Hernandez (she/her)

E-mail: jillianhernandez@ufl.edu

Office Hours: Mondays 1:00-2:30pm via Zoom Room and by appointment

Zoom Personal Room: <https://ufl.zoom.us/j/7897322769>

To book meetings outside of set office hours or face-to-face please e-mail Dr. Hernandez to arrange.

Teaching Assistant: Ecem Ece (they/them)

E-mail: emineeece@ufl.edu

Class Meeting Times—Synchronous Zoom Meetings:

Monday-Friday, 11:00am—12:15pm



Artwork by Mickalene Thomas

About the class:

This is an introductory Women's, Gender, and Sexuality studies course. Women's, Gender, and Sexuality Studies is an interdisciplinary academic field that examines the role of gender and sexuality in shaping society and culture. The field centers the lives of women and LGBTQ people who have been historically marginalized in scholarship. Taking an interdisciplinary approach, this course will draw on knowledge produced in a variety of fields, from visual arts and history to philosophy, literature, and beyond to understand women's lives and contributions to culture and society. My hope is that the material we engage and the discussions we have will leave you with a more informed and complex understanding of the world. As a scholar of woman and queer of color studies this course will reflect my expertise in these areas.

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.

Our learning objectives include:

- Understanding how women's lives are affected by the socio-cultural construction of gender, sexual, and racial categories.
- Learning how women have used scholarship, art, and activism to express their perspectives and address gender injustice in society and culture.
- Learning how to compare, contrast, and evaluate the claims of feminist thinkers from different periods and social locations.
- Learning that formations of gender, race, class, and sexuality are interconnected.
- Understanding how art, media, and popular cultures are significant areas where social formations of gender, race, and sexuality are contested.

About me, Dr. Hernandez:



*I have been teaching at the university level for over 10 years, working with undergraduate and graduate students at Rutgers University, the University of California-San Diego, and now at UF. I have a Ph.D. in Women's and Gender Studies from Rutgers University. My book *Aesthetics of Excess: The Art and Politics of Black and Latina Embodiment* was published by Duke University Press in 2020. My research stems from my practice as a curator of contemporary art, community arts educator, and creative.*

I believe that visual art, music, film, and popular culture are powerful learning tools and I use them frequently to enrich our classroom experiences. My classroom is a space for experimentation. It is a site for dialogue, where students are acknowledged as theorists, artists, and producers of knowledge. While aiming to create a safe space for students to forge connections between course material, larger society, and their own lives, I also encourage them to engage with ideas that challenge them, take productive risks, and maintain space for contradiction and flux as they progress in their intellectual development. I treat my students as whole and complex beings, and create an environment where we can discuss ideas with a mind toward the social, cultural, and ethical implications of knowledge.

I invite you to be yourself, to recognize that you hold knowledge worth sharing, and to acknowledge your creative potential!

I look forward to embarking on this course with you in a spirit of collaboration.

Required Texts and Media

Required articles and short form texts will be available as PDFs on Canvas or as web links on the syllabus.

You are also required to watch videos listed on the syllabus for particular class meetings.

Writing Requirement

This course fulfills the 4,000 word writing requirement. The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. I will provide feedback on the content of your writing in addition to grammar, punctuation, clarity, coherence, and organization.

Course grades have two components. To receive writing requirement credit, a student must receive a grade of C (30 points) or higher and a satisfactory completion of the writing component of the course.

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>

This course will have a total of 4 writing assignments that will make up the 4,000 requirement.

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 we explore. My only expectation is that you understand 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.

100-90 points A / 89-85 points B+ / 84-80 points B / 79-75 points C+ / 74-70 points C /

69-65 points D+ / 64-60 points D

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 4 days of submission. If I anticipate a delay due to unforeseen circumstances I will inform you.

Course Recording Policy and Privacy Statement:

Our class sessions may be audio visually recorded for students in the class to refer back 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 un-mute 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 is 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 4.040.

Course Evaluation:

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

Paper #1: The Body and Power (1,000 words)

Reflection on how the material we’ve covered in Module 1 has affected your understandings of how embodiment shapes how women and girls navigate social and cultural power dynamics.

--Submit via assignments on Canvas

--Value 10 points

Paper #2: Feminist Art Analysis (750 words)

Conduct internet research on a feminist artist, choose an artwork of theirs that interests you, and write a 750-word analysis of how it explores issues of gender.

--Submit via assignments on Canvas

--Value 8 points

Paper #3: Analysis of Social Construction of Gender (1,000 words)

Analysis on how gender is socially constructed via interpersonal interactions in media or everyday life.

--Submit via assignments on Canvas

--Value 10 points

Paper #4: 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 a political candidate, or a political candidate's domestic partner.

--Submit via assignments on Canvas

--Value 12 points

Short discussion posts, 6 due, each worth 5 points

You will participate in 6 discussion threads. They will include Canvas discussion boards, Persuall, and Flipgrid applications. To earn points for these assignments you must make a post and respond to a post by one other student.

--Submit: Via Assignments on Canvas (will also be linked on Modules)

--Value: 5 points each (30 points total)

Structured Discussion Preparations, 6 due, each worth 5 points

Structured notes in outline form on 6 texts of your choice. *Readings marked with an asterik* are eligible for SDP assignments.*

SDP sheets will appear as word documents linked in modules.

--Submit: Through the appropriate assignment link in Canvas

-Value: 5 points each (30 points total)

Course Policies

• Attendance

There will be no attendance taken for this course. Students are expected to participate synchronously in our zoom meetings. Zoom lectures and discussions will be recorded and placed under modules in Canvas for access. If you anticipate missing more than 3 class lectures, please contact Dr. Hernandez to explore makeup arrangements.

• Participation and Discussion Guidelines

Your participation in this course will require your engagement with course texts and related material. Please be prepared to engage 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 each other's confidentiality and 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.

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.

UF Disability Resource Center celebrates disability identity as a valued aspect of diversity. We champion a universally accessible community that supports the holistic advancement of individuals with disabilities.

<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 (8am-5pm, Monday through Friday)

Sexual Harassment:

Sexual Harassment is unacceptable anywhere on UF's campus. For more about UF policies regarding harassment, see:

http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/sexual_harassment/

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 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](#).

Consider adding a major in Women's Studies!

Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women's Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to studying and transforming gender, race, class, sexualities and other systems of power. The Women's Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. You have the option to designate a general concentration, or concentrations in **theories and politics of sexuality** or **international perspectives on gender**. The Women's Studies major is simple to combine with another major, and up to 15 credits can double count with another degree (English, Political Science, Psychology, and Sociology in particular have many courses that can double count). It's also the perfect complement to pre-health studies.

You can review the paperwork to add a second major [here](#) (if your first major is a B.A. in CLAS) or [here](#) (if your first major is a B.S. in CLAS or any degree in another college). You may contact undergraduate coordinator Dr. Manoucheka Celeste (celeste@ufl.edu) to make an appointment to discuss adding the major.

Course Schedule: *Subject to Change*

Readings marked with an asterisk are eligible for SDP assignments*

Monday May 9th

Course Overview

Tuesday May 10th

Read: Anne Lamont ["Shitty First Drafts"](#)

Module 1:

What is a woman? Gender, power, and the body

Week 1

Wednesday May 11th

Read:

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

Thursday May 12th

Read:

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

Friday May 13th

Discussion assignment/no class lecture

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

Graded discussion (worth 5 points) due on Canvas by 11:59pm EST

Week 2

Monday May 16th

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.

The Meis Knupfer will be read on Perusall for a discussion assignment worth 5 points, due by 11:59pm September 15th, the night before class

Tuesday May 17th

*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*

Wednesday May 18th

*Rococo Pink: The Power of Nicki Minaj's Aesthetics of Fakery

Thursday May 19th

Module recap and writing workshop space

Friday May 20th

Paper 1 due by 11:59 EST: 1,000 words (worth 10 points)

Week 3*Module 2: Feminist Art***Monday May 23rd**

*Simone de Beauvoir, *The Second Sex*, [Introduction](#)

Tuesday May 24th

In-class film screening and discussion *W.A.R.! Women, Art, Revolution*

Wednesday May 25th

*Uri McMillan, [“Is This Performance About You? The Art, Activism, and Black Feminist Critique of Howardena Pindell”](#)

Thursday May 26th

No lecture, research list of artists and share your selected artist on discussion board, worth 5 points, due by 11:59pm

Friday May 27th

Paper 2 due by 11:59 EST: 750 words

Week 4

Module 3:

Social Constructions of Gender

Monday May 30th: No class, Memorial Holiday

Tuesday May 31st

Read:

*Judith Lorber ["The Social Construction of Gender"](#)

Wednesday June 1st

Read:

*Anne Fausto-Sterling ["The Five Sexes, Revisited"](#)

Thursday June 2nd

Read:

Excerpts 1 and 2 from Liz Prince's graphic novel *Tomboy*

Graded class discussion via Flipgrid worth 5 points due by 11:59pm

Friday June 3rd

Module recap writing workshop space

Week 5

Module 4: Gender, Difference, and Citizenship in the U.S.

Monday June 6th

Read:

*Kathy Piess, ["Women Who Painted"](#), from *Hope in a Jar: The Making of America's Beauty Culture*

Paper 3 due by 11:59 EST: 1,000 words (worth 10 points)

Tuesday June 7th

Read:

*Sarah Banet-Weiser, "Shame: Love Yourself and Be Humiliated"

Wednesday June 8th

In-class screening and discussion

"Self-Made" Episode 1, Netflix series

Thursday June 9th

Read

*Keyword: Citizenship by Lauren Berlant

Friday June 10th

*Catherine S. Ramirez, "Black Skirts, Dark Slacks, and Brown Knees: Pachuca Style and Spectacle during World War II"

Week 6**Monday June 13th**

*Ralina L. Joseph, "[‘Of Course I’m Proud of My Country!’: Michelle Obama’s Postracial Wink](#)", Read on Perusall for 5 point discussion assignment due by 11:59pm on December 1st, the night before class

Tuesday June 14th

Module recap and writing workshop space

Wednesday June 15th

No class meeting, writing day

Thursday June 16th

Paper #4 due by 11:59 EST, 1,250 words

