

WST 3015 (18660/18661)

Interdisciplinary Perspectives in Women's Studies

M,W,F 1:55PM - 2:45PM

INSTRUCTOR INFORMATION

Instructor: Dr. Ocqua Gerlyn Murrell

Office hours: Mondays 3PM- 5PM in-person or virtual and by appointment; Instructor email, phone contact, office location, and zoom link are provided in the course Canvas page.

COURSE GOALS AND OBJECTIVES

The goal of this course is to draw on materials and methodologies from a variety of disciplines, and explore the diverse experiences of women, both in past eras and in the present, in the U.S. and abroad. Required for the Women's Studies major and minor; fulfills the General Education requirement in diversity. (WST: Core; Gen Ed: H, S, D, WR)

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.

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.

Diversity (D) – this 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.

Writing Requirement (WR)

This course fulfills the 4,000-word writing requirement. The Writing Requirement (WR) ensures that 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.

After this course, you will have been provided with the tools and resources to further your own research inquiries you developed throughout the course. Upon completion you will have the ability to:

- Define and apply basic feminist concepts.
- Compare and evaluate the claims feminist thinkers from different periods of time and different social locations.
- Become familiar with the ways feminists have used scholarship and activism to address gender injustice in society.
- Develop and expand critical thinking skills through writing assignments and class discussions.

COURSE MATERIALS

- Required textbooks:
 - L. Ayu Saraswati, Barbara Shaw, and Heather Rellihan. Eds. *Introduction to Women's, Gender, and Sexuality Studies: Interdisciplinary and Intersectional Approaches*. Second Edition. UK: Oxford University Press, 2020.
 - The Keywords Feminist Editorial Collective. Eds. *Keywords for Gender and Sexuality Studies*. New York: New York University Press, 2021.
- All other assigned materials are available through Canvas
- Materials and Supplies Fees: None

ASSESSMENT AND GRADES

Graded Course Activities

Participation Log (2) = 10% of final grade

[instructions in course Canvas page]

Study Crew Class Presentation= 10% of final grade

[instructions in course Canvas page]

Weekly Keyword Discussions (8) = 15% of final grade

[instructions in course Canvas page]

Response Essays (4) = 25% of final grade

[instructions in course Canvas page]

Midterm Exam = 10% of final grade

[instructions in course Canvas page]

Final Group Project = 30% of final grade

[instructions in course Canvas page]

Grading Scale and Policies

Total Points	Letter Grade
90 to 100	A
80 to <90	B
70 to <80	C
60 to <70	D
Less than 60	F

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

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; course Canvas page includes additional information for students registered in the course]

Section	Topics	Assignment or Activity Due
1	Mapping the Field: An Introduction to WGSS	

Section	Topics	Assignment or Activity Due
2	Historical Perspectives in WGSS	All assignment due dates can be found in Cavas
3	Rethinking the Family Gender and Sexuality in the Labor Market Reproductive Politics Gendered Violence Popular Cultural and Media Representations	
4	Epistemologies of Bodies	
5	Science, Technology, and the Digital World	
6	Activist Frontiers	

UNIVERSITY POLICIES AND RESOURCES

Attendance and make-ups

There will be no attendance taken for this course. Students are expected to participate in all of our scheduled meetings. If you must miss class, check in with your study crew for lecture notes. If an exam is missed, documentation is required in order to take the missed exam.

Late work is not accepted after 1 week has passed from original due date of assignment. Plan accordingly.

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.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/>.

ADDITIONAL INFORMATION

UF'S Honesty Policy

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 suggested wording:

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 the 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)

Consider Adding Women's Studies Major or Minor

Adding the Women's Studies major or minor can deepen your critical thinking, analysis, and skills in understanding women, gender, race, class, and sexuality in society and culture. The Women's Studies major shows graduate schools and employers that you bring advanced knowledge and skills in these areas. You have the option to designate a **general concentration**, or concentrations in **(a) health, (b) international perspectives, (c) race, (d) sexuality**. The Women's Studies major is simple to combine with another major, and up to 15 credits can double count with another degree (African American Studies, 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.

To add a minor in Women's Studies or Theories and Politics of Sexuality, apply online [here](#).

To add Women's Studies as 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. Alyssa Zucker (azucker@ufl.edu) to make an appointment to discuss adding the major or minor.