

**Interdisciplinary Perspectives in Women's Studies**  
**WST 3015**  
**Class #13382 and # 20760 (Online Section)**  
**MWF 2 (9:30-10:45am); ROL 205 and Zoom, 3 Credits**

**Instructor:** Dr. Joanna Neville (She/her/hers)

**Email:** [jneville@ufl.edu](mailto:jneville@ufl.edu)

**Phone:** You may leave a message OR you may TEXT your question or concern to 352-327-8039. If you leave a message after 8pm, I will answer the next business day. Please leave your name and class.

**Office:** 205 Ustler Hall

**Office Hours via Zoom:** Monday and Wednesday from 11:00am to 12:00pm in Office RM 205 Ustler Hall and via Zoom or by appointment. Links to my Zoom office hours can be found on Canvas site.

**Graduate Teaching Assistant:** Mona Ashour

**Email:** [mona.ashour@ufl.edu](mailto:mona.ashour@ufl.edu)

**Office Hours:** (See Canvas)

**Office:** Ustler Hall, A201

**Course Description**

**Rationale:** In this introductory course to Women's, Gender, and Sexualities Studies, students are introduced to the major concepts and theoretical debates within the field. This course is an analysis of conditions and cultural representations of women, men, trans and non-binary people within the social and historical contexts of race, class, gender, sexuality, and disability through engagement with a range of traditions and modes of representation including history, literature, mass media and popular culture. The course has an emphasis on contemporary experiences and representations of gender, particularly women, in the United States, but will also bring in comparisons with other geographical and historical contexts.

**Course Aims, Objectives, and Outcomes:** The primary learning goal of this course is to introduce students to the field of Gender & Women's Studies from a humanities perspective and to develop students' critical thinking and analytical skills regarding gender and other social categories of identity and oppression.

This course, offered through the Center for Gender, Sexualities, and Women's Studies Research, focuses interdisciplinary perspectives in women's studies. Required for the Women's Studies major and minor; fulfills the General Education requirement in diversity. (WST: Core; Gen Ed: H, SS, D and Gordon Rule 4000)

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 Objectives:** By the end of the course, students will:

- Students will learn to define and apply basic feminist concepts such as the social construction of gender, hegemonic masculinity, intersectionality, etc.
- Students will learn to compare and evaluate the claims of feminist thinkers from different periods of time and different social locations.
- Students will become familiar with the ways in which feminists have used scholarship and activism to address gender injustice in society.
- Students will develop and expand their critical thinking skills through writing assignments.
- Students will develop and improve their academic writing skills through various writing assignments.

**TECHNOLOGY RESOURCES:** For issues with technical difficulties, please contact the UF Help Desk, not me. Here's the help desk contact info: <http://helpdesk.ufl.edu> · (352) 392-HELP (4357) • Walk-in: HUB 132. Any requests for

make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail me within 24 hours of the technical difficulty if you wish to request a make-up or extension.

**Format and Procedures:** Class will be structured around readings from the text. We will rely heavily on the required text, but we will also use additional resources if needed. Students are expected to participate, via online and in-class discussions, in a mature and responsible manner and respect the rights of others and their opinions.

**Zoom/ONLINE:** This class has two sections, one section for in-person instruction and one section is for online instruction. You must attend according to the section in which you are registered. You may use the Zoom option if you are in the in-person section if you have an excused absence (see below) and contact me before class time. I will not record classes. See me with any questions.

**ESTABLISHING A QUALITY LEARNING ENVIRONMENT:** People learn best when they are encouraged to ask questions and express their diverse opinions on course content, which may include images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. In this class, *Discrimination and Health*, students will encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge, and the pursuit of new ideas.

If students have concerns about classroom issues, disagreements, or grades, your first point of contact is me, your instructor. Please see my contact information at the top of this syllabus and on Canvas. I am always available and open to discuss concerns. If the problem cannot be resolved, we will email the next departmental contact: this may be the departmental course coordinator or the department chair.

**REQUIREMENTS, ASSIGNMENTS, AND ASSESSMENTS:** Careful reading of the textbook is essential for success in this course. All the assessments are based on your understanding of the material presented in the text.

**REQUIRED TEXTBOOKS:** Saraswati et al *Introduction to Women's, Gender & Sexuality Studies: Interdisciplinary and Intersectional Approaches*. Oxford University Press, 2020. Second edition. \*Any additional readings will be available via Canvas.

**Assessments: 1. Response Papers (5x20 =100 points):** **These (5) response papers help students identify and develop an understanding of the construction of sociological knowledge and also develop critical thinking, reading, and writing skills. There are 6 responses, but I will drop (or you can choose not to do) one of the responses.** They are due no later than the listed time/day. Each response needs to have a minimum of 600 words and max of 750 words. See the assignment page for rubric. Submit via Canvas. This will total 3,000 of 4,000- word requirement.

**2. Project: (50+10 (project submission)= 60 points)** **This project will help students synthesize and interpret the material learned throughout the semester. Students will be able to take the knowledge and transform it to their own.** This activity is very flexible. I want you to take a topic that we covered in the first 6 weeks. You may address any aspect of this topic. Then, transform it into your area of interest. This is a creative end product such as a poem, song, or piece of pottery, tool for change, educational tool, and so on. I am very flexible with the interpretation of "creative." You must first get your topic approved. You will also submit a paper with it. The paper will have approximately four sections: an introduction, section of analysis, a description of the project itself, and a conclusion. The word count must be at least 1000 minimum words and no more.

### 3. Participation Total: 40 points

A. **Participation Reflections Discussion Posts** (7x3pts and Intro (2pts) + Take Away (2 pts) = 25 pts Total ): **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 the article that corresponds to the content material by posting on the Discussion thread. Your post must be at least 75 words and analyze the article(s) of that day or week and how the article intersects with the topic. 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. **I will use these posts as a jumping off for our in-class discussions, so be prepared to discuss your post.** All posts will be via Canvas.

B. **Discussion Responses** (7x2pts and Intro or Take Away (1 pt) =15 points): These responses allow students to interact with each other and learn others’ perspectives. You are to comment on the discussion posts and respond to either an Introduction post OR a take-away post. You should be respectful of the content. Do not criticize or attack one’s character. This is different from disagreeing with someone’s viewpoints. You can agree or disagree or simply note something interesting about the post. Tie your arguments back to the chapter material. I reserve the right to edit or delete any disrespectful responses. All posts are via Canvas. **Again, I will use these responses as part of our in-class discussions, so be prepared to discuss your responses.**

#### Grade Point Totals:

200-185 = A  
184-179 = A-  
178-173 = B+  
172-165 = B  
164-159 = B-  
158-153 = C+  
152-145 = C  
144-139 = C-  
138-133 = D+  
132-125 = D  
124-119 = D-  
<119 = E

\*You may have opportunities for bonus points

\*\*More information about grades and UF’s grading policies is available in the Undergraduate Catalog  
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies>

#### 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 or higher and satisfactory completion of the writing component of the course. Our course will adhere to the Modern Language Association (MLA) citation format.

If you seek additional assistance on your writing assignments, please access UF’s Writing Studio for helpful tips and videos: <https://writing.ufl.edu>

#### UNIVERSITY POLICIES, PROCEDURES, AND RESOURCES

UF ACADEMIC INTEGRITY: This course will subscribe to the University of Florida Student Honor Code. A central part of the UF Honor Code is the Honor Pledge: “The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student 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.” Further information about the UF Honor Code and guidelines for Academic Honesty are here.

In this course, plagiarism or cheating of any kind will not be tolerated and will result in failing the course and other disciplinary action. In all instances, you must do your own work. There is no excuse for plagiarism, or for submitting another’s work, ideas, or wording as your own. This includes using direct quotes from online sources without citation or submitting a paper you bought but did not write. Ignorance is not an excuse. Please be aware that there are various anti-plagiarism techniques available for use by University of Florida faculty that enables faculty members to determine if research papers have been plagiarized. There is a difference between plagiarism and

collaboration. Collaboration, for purposes of this class, is the act of discussing ideas with classmates, debating issues, and examining readings from the class together so that each of you arrives at your own independent thought. Collaboration in this class is encouraged.

**STUDENT CONDUCT CODE AND SEXUAL HARASSMENT:** This course also operates under UF's Student Conduct Code. The Student Conduct Code is a set of standards and regulations which describe the rights, privileges, and responsibilities for all currently enrolled students at the University of Florida. For more information, click [here](#). UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more information, see UF policies regarding harassment. Furthermore, in order to make this an effective course for everyone, all participants will be expected to meet the professional standards of integrity expected for members of the Dept. for Gender, Sexualities, and Women's Studies Research. This means I expect all participants to interact with peers "professionally," meaning with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication. Additionally, I expect all course participants will fulfill work obligations in a thoughtful and timely way, and display collegiality and sensitivity to faculty and other students.

**UF GENDER EQUITY:** The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. Please know that both your instructor and TA in this course are considered Officials with Authority who are required to report violations of the gender equity policy. "Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality." For further information, including how to make a report, click [here](#). Below are some specialist support services. You might not need them, but you might know someone who does. For specialist support in the aftermath of sexual assault, the Office of Victim Services on campus offer confidential, free support 24 hours a day, 7 days a week.

Office of Victim Services : 1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.) Phone: (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)

**ACCOMMODATIONS:** The University of Florida is committed to providing equal educational access to students with disabilities. The Disability Resource Center (DRC) collaborates with campus partners to facilitate access and inclusion for Gators with disabilities. Students with disabilities requesting accommodations should first register with the UF Disability Resource Center (0001 Building 0020-Reid Hall, [accessuf@dso.ufl.edu](mailto:accessuf@dso.ufl.edu); Voice 352-392-8565; Fax, 352-392-8570) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester. Information for students from the DRC is available [here](#). In this course, I am committed to providing equitable education access through reasonable accommodations as outlined in your accommodation letter. Please notify me within the first two weeks of class about any accommodations needed for the course. Late notification may cause the requested accommodation to be unavailable.

**COMMUNITY RESOURCES:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helpful resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1. Here are additional resources:

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit [shcc.ufl.edu](http://shcc.ufl.edu).

UF Health Shands Emergency Room/Trauma Center: For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

**ACADEMIC RESOURCES:** E-learning technical support - 352-392-4357 (select option 2) or email to Learning-support@ufl.edu. Student help FAQs

Library support - Ask-a-librarian. Various ways to receive assistance with respect to using the libraries or finding resources

Teaching Center -Broward Hall, (352) 392-2010 or 392-6420. Study skills workshops, study groups, and tutoring.

University Writing Studio - 2215 Turlington Hall, (352) 846-1138, The UF Writing Program offers allUFstudentshelpintheongoingprocessofbecomingbetterwriters.One-on-one tutoring, online tutoring, and workshops.

Career Connections Center - 352-392-1601. Career assistance and counseling services.

## **CLASS POLICIES**

**Attendance :** Attendance in this course is recommended, but not required. If you choose to access all course content through Canvas, your grade will not be impacted by not attending in-person lectures. I will be in class on the assigned days and times to deliver lectures, interact with students, and facilitate discussion. I would love to see you there, but no part of your calculated grade is based upon attendance. Please see section on Covid-19- do not come to class if you have any symptoms of any illness. You can access content on Canvas.

**UF POLICY ON MAKING UP MISSED WORK:** Attendance and Make-up Policy: As with any excused absence, you will be given a reasonable amount of time to make up missed work. 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>

In the case of an absence due to participation in an official university activity, observance of a religious holiday, performance of a military duty, or any other university-approved absence (e.g., jury duty) which the student knows about in advance, the student is expected to notify the instructor of the conflict before the assignment is due, and if possible, at the start of the semester.

**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. 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 e-mail they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

**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 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.

**Consider Adding a (second) 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. The 30-credit Women's Studies major consists of four core courses and six electives. It's simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology in particular have many courses that can double count). It's also the perfect complement to pre-health studies. Contact undergraduate coordinator Dr. Alyssa Zucker (azucker@ufl.edu) to make an appointment to discuss adding the major.

**COVID-19 RELATED POLICIES :** In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- If you would like to wear a mask, please do so. I will wear a mask for most- if not all- the class.
- As with any excused absence, you will be given a reasonable amount of time to make up missed work.

**Tentative Schedule (See Below)** \*This is subject to change by instructor. Please watch Canvas for any announcements concerning lectures. The last day to drop and receive a "W" is June 16.

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Week 1: Course Introduction and Part One: Mapping the Field: An Introduction to Women's, Gender, And Sexuality Studies</p> <p>May 15-19</p>	Classes Start	<p><b>Introduction Posts Due</b></p> <p>Introduction and What Does Feminism and Queer Have to Do With it? Pages 1-5</p>	<p>bell hooks pages 23-25</p> <p><b>Discussion Post #1 Due before class</b></p>	<p>Gender and Sexuality: Pages 5-13</p> <p>Fausto-Sterling: pages 35-40</p>	<p><b>Response One Due before 11:59pm</b></p> <p>Oppression, Privilege, and Intersectionality: Pages 13-20 <b>and</b> Lorde: Page 75</p>
<p>Week 2: Historical Perspectives in Women's, Gender, and Sexuality Studies</p> <p>Week 2 : May 22-26</p>	History: 19th Century: Pages 88-97	<p>Seneca Falls Convention: Pages 114-116</p> <p><b>Discussion Post #2 Due</b></p>	History 20th Century: Pages 98-104	Gloria Anzaldúa: Pages 156-161	<p>History 21<sup>st</sup> Century: Pages 104-109</p> <p>Tambe: Pages 174-177</p> <p><b>Response #2 Due</b></p>
<p>Week 3: Sociopolitical Issues in Women's, Gender, and Sexuality Studies</p> <p>Week 3: May 29-June 2</p>	No Class: Memorial Day	<p>Introduction and Rethinking The Family: Pages 184-190</p> <p>Barrett-Fox: Pages 216-220</p> <p><b>Discussion Post #3 Due</b></p>	<p>Gender and Sexuality in the Labor Market: 191-198</p> <p>Kim: Pages 239-244</p>	<p>Reproductive Politics: Pages 199-204</p> <p>Ferguson: Pages 275-279</p> <p><b>Discussion Post #4 Due</b></p>	<p>Popular Culture and Media Representations: Page 209-212</p> <p>Belle: pages 333-335</p> <p><b>Response #3 Due</b></p>

<p>Week 4: Epistemologies of Bodies: Ways of Knowing and Experiencing the World</p> <p>Week 4: June 5-9</p>	<p><b>Gendered Violence*</b> Please note that this content may be triggering for those who have experienced violence directly or indirectly* Pages 204-209</p> <p>Richie: Pages 299-302*See previous note <b>Discussion Post #5</b></p>	<p>Introduction and Beyond Realness: Page 338-342</p>	<p>Medicalization of Bodies-Body Agency Pages 342-354</p>	<p>Dark: Pages 421-422</p>	<p>Work on Project Abstracts. No class so that you can work on project abstracts.</p> <p><b>Response #4 Due</b></p>
<p>Week 5: Science, Technology, and the Digital World</p> <p>Week 5: June 12-16</p>	<p>Introduction and Social Construction of Science: Pages 430-440</p>	<p>Martin: Pages 447-453</p> <p><b>Discussion Post #6 Due</b></p>	<p>Sex, Sexuality, and the Internet: Pages: 440-445</p>	<p>de Bodard: pages: 495-503</p> <p><b>Response #5 Due</b></p>	<p>No Class: Work on Projects</p> <p>*Last Day to Withdraw and get a "W."</p> <p><b>"Take-Away" Post Due</b></p>
<p>Week 6 Activist Frontiers: Agency and Resistance</p> <p>Week 6: June 19-23</p>	<p>No Class: Juneteenth</p>	<p>Knowledge Production: Pages 508-514</p> <p>Jafri: Pages 541-545</p> <p><b>Discussion Post #7 Due</b></p>	<p>Community Activist Organizations plus more: Pages 514-528</p> <p>Rellihan: Pages 583-588</p> <p><b>Response #6 Due</b></p>	<p>Wrap Up or Class time for Projects – if needed</p>	<p>Work on Project*Class time given* No class meeting</p> <p><b>Projects Due before 11:59pm</b></p>