
WST4630: GENDER, CULTURE, AND PLACE
DAYS/TIMES TUESDAY 11:45AM-1:40PM AND THURSDAY 12:50PM-1:40PM
LOCATION: LARSEN 330 | **TERM:** FALL 2021
OFFICE HOURS: MWF 8:00AM-9:00AM

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Course Description

How are the experiences of gender and sexuality configured by geography, location and the built environment? How do gender relations and sexual practices define and give meaning to space and place? This class explores these questions through interdisciplinary tactics to study the gendered relationships that unfold in significant spaces and places in the U.S. and the world. This class relies on the fields of history, sociology, theology, art history, and literature to discover cultural practices in varying spaces, times, and regions with the purpose of exploring the impact of social constructions on gender relations and outcomes. We will explore religion, ritual, rites of passage, access to resources, education, economic opportunities and marketplaces. Moreover, this course is designed to interrogate change over time and the impacts of white settler colonialism on native cultures.

Required Texts:

Most of the reading for this course will be available on Canvas for free, with the exception of one book you can purchase for under \$10. Please get this book as soon as possible and start reading it so it is not left until the end of the semester:

1. Kristof, Nicholas D, and Sheryl WuDunn. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* (New York: Vintage Books, 2010). ISBN: 9780307387097.

Course Objectives

1. Analyze international women's issues and investigate the ways culture (religion, law, education, etc.) influence social norms and trends in a global setting.
2. Develop the ability to discuss and write about the complexities of gender and culture when studied through a western or Eurocentric lens.
3. Consider the formation of social hierarchies and how those hierarchies impacted and continue to shape the world.
4. Develop the skills and comfort to participate in complicated conversations about contemporary issues related to gender and the continued oppression of women and girls.

Grading Policies

All assignments for the course will be graded on a 20-point scale. For essays, please refer to the rubric provided for further explanation of grade break downs. Students should aspire for excellent performance on each category for any **written assignment**. There are no makeup assignments or extra credit opportunities in this class. If you participate, you will receive credit for the effort you put forth.

Grading Scale

This class is broken down into 100 points. Each assignment is worth 20 points and holds equal weight and importance in the class. Check out the below scale to see how your points will translate to grades.

Grade	Points	Grade	Points
A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	E	0-59

Course Requirements:

In order to receive a passing grade, students must submit **all** assigned work. Failure to complete all assigned course work will result in a failing grade. Each piece of the class and the assignments associated share an equal importance. The course is split to provide equal weight for each assignment. The assignment types are as follows:

Graded Assignments	Assignment Description	Percentage
Assigned Reading & Documentary Unit Reflections (3)	Upload one document with all of your reflection responses from the unit. Your document should meet the weekly assigned word length requirement (see Canvas). Be sure to include citations (from documentaries or attached readings). Each unit reflection document is worth 20 points of your grade for a total of 60 points (out of 100) of the course points.	60%
Podcast Assignment (1)	You can do this project by yourself or in a group. It's up to your own preference! This project is due no later than December 5 th at 11:59pm. You should upload the audio file of your group (or solo) podcast discussion to Canvas for your classmates to listen to and comment upon. More detailed information will be discussed in class and I will provide a handout with parameters. You can complete this assignment at any time throughout the semester. The project is worth 20 points toward your final grade. 15 points are awarded for completion of the podcast and 5 points will be allotted for written comments (Canvas discussion) on 5 other student-led podcasts.	20%
Final Assignment (1)	Final Exam is due on Canvas by December 16 th at 11:59pm. The final assignment will be a comprehensive essay covering topics we discussed throughout the course. You will have several topics to choose from and should pick one you find most compelling. This assignment will ask you to think about how this course has altered your perceptions of international women's issues. Your final paper should be a minimum of 1000 words and will be worth 20 points toward your final grade.	20%

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.

Email Etiquette

Please feel free to email me with any questions, comments, or concerns you may have throughout the semester. I will do my best to respond to your inquiries within 24 hours. When using email, please be sure to write a brief description of your communication in the subject line. In the body of the email, please begin with a greeting, write your request, and end your email with a sign off phrase and your name. **I will not respond to your emails unless they adhere to proper etiquette.**

Academic Integrity:

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 Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Students Requiring Accommodations:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in 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.aa.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.aa.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.

Campus Resources: Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website. GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources E-learning technical support:

Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.

General study skills and tutoring

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus:

Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

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.

Course Schedule

NOTICE: Required reading and viewing materials can be found on Canvas. If the links don't work, simple Google searches will bring up most of the material, especially if you search through the UF library. This schedule is subject to change with fair notice provided. Please pay close attention to the course calendar, announcements, and emails. All reading should be completed BEFORE class meets. There are 5 firm assignment deadlines. Write them down and plan ahead!

Topic	Readings and Tasks
Introduction to the course	<p>8/24: No Reading</p> <p>8/26: "If Men Could Menstruate" by Gloria Steinem (available on Canvas)</p> <p>"Intro to the Second Sex" by Simone de Beauvoir (available on Canvas)</p>
Patriarchy and Systems of Oppression	<p>8/31: In Class Viewing: <i>We Should All be Feminists</i></p> <p>9/2: Patriarchy, the System: An It, Not a He, a Them, Or an Us" by Allan G. Johnson (available on Canvas)</p>
International Women's Issues	<p>9/7: "Gender Makes the World Go Round: Where are the Women?" by Cynthia Enloe (available on Canvas)</p> <p>9/9: "The Personal is International, The International is Personal" by Cynthia Enloe (available on Canvas)</p>
Marriage	<p>9/14: In Class Viewing: <i>A Suitable Girl: Marriage and Matchmaking in India</i></p> <p>9/16: "Dowry, Bride-Burning, and Female Power in India" by Linda Stone & Caroline James (available on Canvas)</p> <p>Reading Reflection #1 due on Canvas on 9/16 by 11:59pm</p>
Family Violence	<p>9/21: In Class Viewing: <i>A Girl in the River: The Price of Forgiveness</i></p> <p>9/23: "Globalization and Changing Family Relations: Family Violence and Women's Resistance in Asian Muslim Societies" by Emma Fulu and Stephanie Miederma (available on Canvas)</p>
Employment	<p>9/28: "Sweatshop Workers and Domestic Ideologies: Dominican Women in New York's Apparel Industry" by Patricia R. Pessar (available on Canvas)</p> <p>9/30: "The Globetrotting Sneaker" by Cynthia Enloe (available on Canvas)</p>
Migration and Diaspora	<p>10/5: In Class Viewing: <i>The New Generation: Vietnamese Americans Today</i></p> <p>10/7: "Power, Patriarchy, and Gender Conflict in the Vietnamese Immigrant Community" by Nazli Kibria (available on Canvas)</p>
Religion and Gender	<p>10/12: In Class Viewing: <i>Daddy I Do</i></p> <p>10/14: "Young Women, Sexuality, and Protestant Church Community: Oppression or Empowerment? By Sonya Sharma (available on Canvas)</p>
Gender-Based Violence	<p>10/19: In Class Viewing: <i>The Cutting Tradition</i></p> <p>10/21: "Gender and Genocide in Rwanda" by Adam Jones (available on Canvas)</p> <p>Reading Reflection #2 Due on Canvas by 10/21 at 11:59pm.</p>
Nationalism and Masculinity	<p>10/26: "Masculinity and Nationalism: Gender and Sexuality in the Making of Nations" by Joane Nagel (available on Canvas)</p> <p>10/28: "Nationalism and Masculinity: The Nationalist Story is not Over—and it is Not a Simple Story" by Cynthia Enloe (available on Canvas)</p>

Gender and the American Military Industrial Complex	<p>11/2: “How Can She Claim Equal Rights When She Doesn’t Have to Do as Many Push-Ups as I do? The Framing of Men’s Opposition to Women’s Equality in the Military” by Carol Cohn (available on Canvas)</p> <p>11/4: “Feminist Perspectives on 9/11” by J. Ann Tickner (available on Canvas)</p>
Education	<p>11/9: In Class Viewing: <i>Afghanistan: Cut from a Different Cloth—Burqas and Beliefs</i></p> <p>“Women in the Post-Taliban Afghanistan: Dialects of Oppression and Token Recognition” by Hafizullah Emadi (available on Canvas)</p> <p>“Education is as Important for Me as Water is to Sustaining Life: Perspectives on the Higher Education of Women in Afghanistan” by Nina Burridge et. al (available on Canvas)</p> <p>11/11: Veteran’s Day (No Class)</p>
Sex Trafficking	<p>11/16: In Class Viewing: <i>Trafficker</i></p> <p>11/18: “Childhood Experiences of Sexual Violence, Pregnancy, and Marriage Associated with Child Sex Trafficking Among Female Sex Workers in Two US—Mexico Border Cities” by Sabrina Boyce et. al (available on Canvas)</p> <p>Reading Reflection #3 due on Canvas by 11/18 at 11:59pm</p>
No Class Meetings	<p>11/23: Thanksgiving Holiday (No Class)</p> <p>11/25: Thanksgiving Holiday (No Class)</p>
Discussion and Planning meeting for <i>Half the Sky</i>	<p>11/30: <i>Half the Sky</i> Discussion and Planning (Meet with groups outside class)</p> <p>12/2: <i>Half the Sky</i> Discussion and Planning (Meet with groups outside class)</p> <p>12/5: Upload your podcast project to Canvas by 12/5 at 11:59pm</p>
Group Project Virtual Listening	<p>12/7: <i>Half the Sky</i> podcast reflections (Virtual Listening)</p>
Finals	<p>Final Paper Due: Thursday December 16th at 11:59pm EST (Canvas)</p>

Rubric

Category	(5 points) Exceeds Expectation	(4 points) Meets Expectation	(3.5 points) Needs Improvement	(0-3 points) Unacceptable
Thesis	Clearly stated with direction for the content of the paper and consistently supported throughout.	Position is stated, but no clear direction for the content of the paper.	A fact is stated instead of an argumentative position. Needs development in order to serve as a working thesis.	No position statement or a position not related to the assigned topic.
Evidence	Every point was well supported with primary or secondary source material. Student provided several examples from assigned reading or lecture.	Points were adequately supported with examples from assigned readings or lecture materials. Student provided sufficient amount.	Points were supported with examples from the assigned readings and lectures, but the relevance of the support was debatable. More support was needed.	Student provided little or no evidentiary support for their claims or did not cite sources properly.
Organization	All points were clearly tied to the thesis statement in a structured manner.	Most body paragraphs tied back to the thesis statement, but student wandered off topic a bit.	Most points were tied to a premise, but there was no clear or logical structure to the presentation of the argument.	Arguments were not tied to the thesis or consistently wandered off topic.
Grammar	Paper well edited with no spelling, grammar, diction, or syntax errors. Perfectly formatted.	Paper edited and free of spelling and grammatical errors, but some issues with diction and sentence structure.	No spelling errors, but multiple grammar issues. Problems with diction and syntax.	Improperly formatted, multiple spelling and grammatical errors, improper English.