
WST2611: HUMANITIES PERSPECTIVES ON GENDER AND SEXUALITY

DAYS/TIMES DAILY 9:30AM-10:45AM

LOCATION: SYNCHRONOUS ZOOM ROOM 984-028-4198 | TERM: SUMMER B 2022

OFFICE HOURS: DAILY 8:30AM-9:30AM BY APPOINTMENT

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Course Description:

This course considers the social construction of gender, sexuality, race, class, and other identity categories. We will rely on close readings and analysis of texts coupled with examination of historical, cultural, and societal factors. This approach will emphasize ideologies that inhabit, haunt, and shape the texts [and their authors], how style elements reflect and inform a text's discourse, how no text exists in an artistic vacuum, and that a multitude of interpretations exist for any text we study. The class strongly focuses on developing compassion and understanding as well as examining prejudices that hinder human beings from relating to one another.

Required Texts:

1. Reid, Taylor Jenkins. *The Seven Husbands of Evelyn Hugo* (ISBN: 9781501139239)
2. Satrapi, Marjane. *The Complete Persepolis* (ISBN: 9780375714832)
3. Diaz, Junot. *This is How You Lose Her* (ISBN: 9781594631771)
4. Ng, Celeste. *Little Fires Everywhere* (ISBN: 9780735224315)

Student Learning Outcomes:

By the end of the semester, students should be able to:

1. Trace evolving attitudes towards gender and sexuality and their intersections.
2. Explain the ways in which changing historical circumstances have shaped those attitudes.
3. Apply analytical concepts developed through class reading and discussion to written assignments.
4. Describe the concept of gender as a performance undertaken within specific historical circumstances.
5. Establish a quality of writing at the level of sentences, paragraphing, and constructing arguments that complies with the requirements of a "2,000 word" class.

Grading Policies:

Assignments for this course are listed on Canvas in the course calendar, in the syllabus, and on the schedule. Please meet deadlines for all assignments to earn full credit. Discussion posts and responses are graded on a credit/no credit basis. For essays, please refer to the rubric provided for further explanation of grade break downs. 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 worth a total of 100 points. Each assignment is worth a portion of that total. 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

Assignment Types:

Graded Assignments	Assignment Description	Percentage
Discussion Posts (4)	On Mondays, you will use the designated class time to write a discussion post on the assigned prompt (posted to Canvas). Please spend time considering your response, write out a draft, edit it, and post it by the end of the day (11:59pm EST). Your post should be a minimum of 500 words. Each post is worth 5 points for a total of 20% of your grade. This is a casual writing exercise and will be graded on a credit/no credit basis.	20%
Discussion Responses (4)	On Fridays, you will use the designated class time to write a 300-word discussion response. This is a separate assignment, so you will not write a threaded reply to the original posts. You will go into the new assignment and write a new post. You can reply to someone's original discussion by stating their name, or you can give a general response to the vibe of the forum. You can agree with what others were saying, offer additional points for consideration, or disagree (respectfully) and suggest alternate viewpoints. Please spend time considering your response, write out a draft, edit it, and post it by the end of the day (11:59pm EST). This is a casual writing exercise and will be graded on a credit/no credit basis.	20%
In-Class Participation	One point per time you speak or contribute to class discussions on Tuesdays, Wednesdays, and Thursdays. Maximum 15 points for the term. Please speak up! I love to hear from you, and it helps keep class engaging.	15%
Midterm Assignment (1)	The midterm assignment will be an argumentative essay requiring you to incorporate the themes we've learned in the first half of the course and how they apply to a text we've explored in class. The prompt is posted on Canvas. You will have some time dedicated to completing this assignment where you will not be required to attend class or read. Your midterm paper should be a minimum of 1000 words and will be worth 20 points toward your final grade. More detailed instructions & a rubric can be found on Canvas.	20%
Final Assignment (1)	The final assignment is due on Canvas by August 5 th (11:59pm EST). The final assignment is a comparative argumentative essay . You will compare the book <i>Little Fires Everywhere</i> to the Hulu series. Your final essay should be a minimum of 1000 words and will be worth 25 points toward your final grade. More detailed instructions & a rubric can be found on Canvas.	25%

Attendance

Attendance in this course is recommended if you'd like to earn an "A". I will be in the class Zoom Room on the assigned days and times to deliver lectures, interact with students, and facilitate discussion. I expect you to attend with your camera on and participate in the lecture and discussion. We will not meet every day of the week. Two days out of the week (Monday and Friday) are asynchronous discussion posts. Please follow along on the course schedule to make sure you are attending on the assigned days. Ultimately, 15% of your final course grade is reliant on your weekly participation. You can choose not to attend and still pass the class, but it will be impossible to earn an A.

Email Etiquette:

Please feel free to email me or our teaching assistant with any questions, comments, or concerns you may have throughout the semester. We will do our 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. **We 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.

Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services

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

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

For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL

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: Please be sure you have all the required books *before* the start of class. You can get physical copies of the books through *Amazon* within two days, or immediately download an electronic version. 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** the class discussion of the book. There are 10 firm assignment deadlines. Write them down and plan ahead!

Day/Topic	Readings and Tasks
Monday (6/27/22)	Writing Day: No synchronous class meeting Recommended Task: Start Reading <i>The Seven Husbands of Evelyn Hugo</i> Write & Submit: Discussion post #1 (prompt on Canvas)
Tuesday (6/28/22)	Attend: Orientation /Gender Studies Jargon Lecture Recommended Task: Read <i>The Seven Husbands of Evelyn Hugo</i>
Wednesday (6/29/22)	Attend: Social Construction Theory/Feminism & Patriarchy Lecture Recommended Task: Read <i>The Seven Husbands of Evelyn Hugo</i>
Thursday (6/30/22)	Attend: Moral Relativism/Religion & Society/Humanities Lecture Recommended Task: Read <i>The Seven Husbands of Evelyn Hugo</i>
Friday (7/1/22)	Writing Day: No synchronous class meeting Write & Submit: Discussion thread response (instructions on Canvas) Recommended Task: Read <i>The Seven Husbands of Evelyn Hugo</i>
Monday (7/4/22)	4th of July holiday—No Class Assignments or Meeting
Tuesday (7/5/22)	Writing Day: No synchronous class meeting Write & Submit: Discussion Post #2 Recommended Task: Read <i>The Seven Husbands of Evelyn Hugo</i>
Wednesday (7/6/22)	Attend: Class Lecture + Discussion on <i>The Seven Husbands of Evelyn Hugo</i> Recommended Task: Read <i>Persepolis</i>
Thursday (7/7/22)	Attend: Class Lecture + Discussion on <i>The Seven Husbands of Evelyn Hugo</i> Recommended Task: Read <i>Persepolis</i>
Friday (7/8/22)	Writing Day: No synchronous class meeting Write & Submit: Discussion thread response (instructions on Canvas) Recommended Task: Read <i>Persepolis</i>
Monday (7/11/22)	Writing Day: No synchronous class meeting Write: Work on Midterm Paper Recommended Task: Read <i>Persepolis</i>
Tuesday (7/12/22)	Attend: Class Lecture + Discussion on <i>Persepolis</i> Recommended Task: Read <i>This Is How You Lose Her</i>

Wednesday (7/13/22)	Attend: Class Lecture + Discussion on <i>Persepolis</i> Recommended Task: Read <i>This Is How You Lose Her</i>
Thursday (7/14/22)	Attend: Class Lecture + Discussion on <i>Persepolis</i> Recommended Task: Read <i>This Is How You Lose Her</i>
Friday (7/15/22)	Writing Day: No synchronous class meeting Submit: Midterm Paper (11:59pm EST) Recommended Task: Read <i>This Is How You Lose Her</i>
Monday (7/18/22)	Writing Day: No synchronous class meeting Write & Submit: Discussion Post #3: Recommended Task: Read <i>This Is How You Lose Her</i>
Tuesday (7/19/22)	Attend: Class Lecture + Discussion on <i>This is How You Lose Her</i> Recommended Task: Read <i>Little Fires Everywhere</i>
Wednesday (7/20/22)	Attend: Class Lecture + Discussion on <i>This is How You Lose Her</i> Recommended Task: Read <i>Little Fires Everywhere</i>
Thursday (7/21/22)	Attend: Class Lecture + Discussion on <i>This is How You Lose Her</i> Recommended Task: Read <i>Little Fires Everywhere</i>
Friday (7/22/22)	Writing Day: No synchronous class meeting Write & Submit: Discussion thread response (instructions on Canvas) Recommended Task: Read <i>Little Fires Everywhere</i>
Monday (7/25/22)	Writing Day: No synchronous class meeting Write & Submit: Discussion Post #4 Recommended Task: Read <i>Little Fires Everywhere</i>
Tuesday (7/26/22)	Attend: Class Lecture + Discussion on <i>Little Fires Everywhere</i> Recommended Task: Watch <i>Little Fires Everywhere</i> episode 1
Wednesday (7/27/22)	Attend: Class Lecture + Discussion on <i>Little Fires Everywhere</i> Recommended Task: Watch <i>Little Fires Everywhere</i> episode 2
Thursday (7/28/22)	Attend: Class Lecture + Discussion on <i>Little Fires Everywhere</i> Recommended Task: Watch <i>Little Fires Everywhere</i> episode 3
Friday (7/29/22)	Writing Day: No synchronous class meeting Write & Submit: Discussion thread response (instructions on Canvas) Recommended Task: Watch <i>Little Fires Everywhere</i> episode 4
Monday (8/1/22)	Writing Day: No synchronous class meeting Watch & Take Notes: <i>Little Fires Everywhere</i> episode 5

Tuesday (8/2/22)	Writing Day: No synchronous class meeting Watch & Take Notes: <i>Little Fires Everywhere</i> episode 6
Wednesday (8/3/22)	Writing Day: No synchronous class meeting Watch & Take Notes: <i>Little Fires Everywhere</i> episode 7
Thursday (8/4/22)	Writing Day: No synchronous class meeting Watch & Take Notes: <i>Little Fires Everywhere</i> episode 8
Friday (8/5/22)	Writing Day: No synchronous class meeting Submit: Final Comparative Essay (11:59pm EST)

Compressed List of Important Due Dates:

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| 1. 06/27/2022: Discussion Post 1 | 6. 07/18/2022: Discussion Post 3 |
| 2. 07/01/2022: Response Post 1 | 7. 07/22/2022: Response Post 3 |
| 3. 07/05/2022: Discussion Post 2 | 8. 07/25/2022: Discussion Post 4 |
| 4. 07/08/2022: Response Post 2 | 9. 07/29/2022: Response Post 4 |
| 5. 07/15/2022: Midterm Essay | 10. 08/05/2022: Final Essay |

Midterm & Final Essay Rubric

Category	Exceeds Expectation	Meets Expectation	Needs Improvement	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.