
WST2611: HUMANITIES PERSPECTIVES ON GENDER AND SEXUALITY

DAYS/TIMES MONDAY | WEDNESDAY | FRIDAY 11:45AM-12:35PM

LOCATION: WEIL0270 | TERM: SPRING 2023

OFFICE HOURS: MWF 10:30AM-11:30 AND 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. Grant, Michael. *Front Lines* (ISBN: 9780062342164)
2. O'Farrell, Maggie. *The Marriage Portait* (ISBN: 9780593320624)
3. Haynes, Natalie. *A Thousand Ships* (ISBN: 9781509836192)
4. Alderman, Naomi. *The Power* (ISBN: 9780316547604)
5. Hargrave, Kiran Millwood. *This Mercies* (ISBN: 9780316529259)
6. Kawakami, Mieko. *Breast and Eggs* (ISBN: 9781609455873)
7. Garmus, Bonnie. *Lessons in Chemistry* (ISBN: 9780385547345)

Student Learning Outcomes:

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

1. Trace the 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:

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
Reading Reflections (2)	Choose two novels you'd like to reflect upon (cannot overlap with your final selection). Your document should be least 500 words and analytical of the text. Be sure to include citations. Each reflection document is worth 20% of your grade for a total of 40% of the course points. You can submit your reflections anytime before the end of the semester. The Dropbox for these assignments will open on the first day and close on April 28 th .	40%
Group Discussions	Students will be split into discussion groups on Fridays. I will come around, take attendance, engage students, and assess participation efforts. There is no way to "make up" class participation. While you don't HAVE to come and participate, you do if you want to earn the points.	20%
Midterm Assignment (1)	The midterm assignment will be an 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 will be posted at least one week in advance of the due date. You will have some time dedicated to completing this assignment where you will not be required to attend class or read. You should spend class time in the library researching your topic. Your midterm paper should be a minimum of 500 words and will be worth 20 points toward your final grade.	20%
Final Assignment (1)	The final assignment is due on Canvas by April 27th at 11:59pm. The final assignment will be a comprehensive book review essay. You will choose one book from the seven we read and write a book review for a feminist audience. Without writing spoilers, you will discuss the merits and themes of the book and how gender studies concepts play a central role. Your final book review should be a minimum of 500 words and will be worth 20 points toward your final grade.	20%

Attendance:

Regular attendance in this course is recommended if you'd like to earn an "A". I will be in the classroom on the assigned days and times to deliver lectures, interact with students, and facilitate discussion. I expect you to attend and participate in the lecture and discussion if you plan to earn an "A". Please follow along on the course schedule to make sure you are attending on the proper days. Ultimately, 20% of your final course grade is reliant on your regular participation in Friday group discussion. You can choose not to attend and still pass the class, but it will be impossible to earn anything above an 80% in the course.

Please do not email me with doctor's notes or explanations for your non-attendance. I trust you to make decisions about your attendance and I will not give approval or allowance for missing class because you do not need to seek my approval for your life decisions. You are an adult and can make choices about attending class and what sort of grade you are comfortable working toward. There is no "policy" about how many classes you "can" miss before x,y, or z happens. Just come to class and chat with your colleagues. It will be fun.

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	1/9: Syllabus, Class Policies, Questions 1/11: In Class Viewing: Chimamanda Ngozi Adichie at the PEN Centenary Symposium, 2022. 1/13: In Class Group Discussion on Freedom of Speech & Book Bans Begin reading: <i>A Thousand Ships</i>
Women In the Ancient World	1/16: No Class (MLK Day) 1/18: In class lecture on Women in Greek Mythology & The Ancient World. 1/20 <i>A Thousand Ships</i> discussion 1-107
Women In the Ancient World	1/23: <i>A Thousand Ships</i> discussion 108-206 1/25: <i>A Thousand Ships</i> discussion 207-285 1/27: <i>A Thousand Ships</i> discussion 286-345 Begin reading: <i>The Mercies</i>
Norse Mythology	1/30: In class lecture on Norse Mythology 2/1: <i>The Mercies</i> discussion 1-97 2/3: In Class Group Discussion: 98-214
Norse Mythology	2/6: <i>The Mercies</i> discussion 215-289 2/8: <i>The Mercies</i> discussion 290-341 2/10: Group Discussion Day Begin Reading: <i>The Marriage Portrait</i>
The Renaissance Era	2/13: In Class Lecture on The Renaissance 2/15: <i>The Marriage Portrait</i> discussion 1-113

	2/17: Writing Day (no class meeting) but take the day to perfect your writing and get the assignment in on time!) Midterm due on Canvas on 2/11 by 11:59pm
The Renaissance Era	2/20: <i>The Marriage Portrait</i> discussion 114-167 2/22: <i>The Marriage Portrait</i> discussion 168-285 2/24: <i>The Marriage Portrait</i> discussion 286-333 Begin Reading: <i>Front Lines</i>
Women & the Second World War	2/27: In Class Lecture on Women in World War II 3/1: <i>Front Lines</i> discussion 1-100 3/3: <i>Front Lines</i> discussion 101-200
Women & the Second World War	3/6: <i>Front Lines</i> discussion 201-300 3/8: <i>Front Lines</i> discussion 301-400 3/10: <i>Front Lines</i> discussion 401-500
Spring Break	3/11-3/18: No class meetings (Spring Break) Begin Reading: <i>Lessons in Chemistry</i>
Women in Science	3/20: In Class Lecture on Women in Science 3/22: In Class Viewing: <i>Hidden Figures</i> 3/24: <i>Lessons in Chemistry</i> discussion 1-107
Women in Science	3/27: <i>Lessons in Chemistry</i> discussion 108-212 3/29: <i>Lessons in Chemistry</i> discussion 213-292 3/31: <i>Lessons in Chemistry</i> discussion 293-390 Begin Reading: <i>Breast & Eggs</i>
The Modern Woman	4/3: In Class Lecture on Womanhood in the 21 st Century 4/5: <i>Breast & Eggs</i> discussion 1-124 4/7: <i>Breast & Eggs</i> discussion 125-224
The Modern Woman	4/10: <i>Breast & Eggs</i> discussion 225-329 4/12: <i>Breast & Eggs</i> discussion 330-430 4/14: Group Discussion on Modern Womanhood Begin Reading: <i>The Power</i>
The Dystopian Future?	4/17: In Class Lecture on futuristic portrayals of womanhood 4/19: <i>The Power</i> discussion 1-100 4/21: <i>The Power</i> discussion 101-216
The Dystopian Future?	4/24: <i>The Power</i> discussion 217-305 4/26: <i>The Power</i> discussion 306-382 4/28: Group Discussion Day & Final Planning

Finals Week	Final Paper Due May 3rd: at 11:59pm EST (Canvas)
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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.