

WST2612
Social Science Perspectives on Gender and Sexuality
Spring 2025

Tuesdays | Period 8 - 9 (3:00 PM - 4:55 PM)
Thursdays | Period 9 (4:05 PM - 4:55 PM)
Location: ROL 0205

INSTRUCTOR INFORMATION

Instructor: Ecem Ece

Office hours: Tuesdays, 1:30-2:30 pm on Zoom & Thursdays, 3:00-4:00 pm in Ustler Hall, Room 102A, or by appointment

Email: emineeece@ufl.edu

COURSE GOALS AND OBJECTIVES

The designations S and D in the following description reflect required UF Gen Ed Subject Area Objectives found [HERE](#) and Student Learning Outcomes found [HERE](#).

Course Description

This course explores social science perspectives (S) on gender and sexuality and how they relate to age, class, race, and other aspects of people's experiences and society (D). Readings focus on individuals, families, and cultural groups, mainly in the U.S., but with attention to other nations. The course covers a range of daily life experiences, such as health care, marriage, media, and political life.

NOTE: This course covers a variety of ideas and views about the topics of focus, taught as objects of analysis within the larger course of instruction. Emphasis is on critical thinking, examination of evidence, and evaluation of arguments. No lesson is intended to compel a particular feeling or belief. Endorsing or agreeing with a particular view is not expected or required.

Prerequisites

None.

General Education Designation: Social and Behavioral Sciences (S)

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. **Social and Behavioral Sciences** is a sub-designation of Social Sciences at the University of Florida.

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.

Secondary General Education Designation: Diversity (D)

The **Diversity** 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.

All General Education subject area objectives can be found [here](#).

Writing Requirement: The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

This course fulfills **2000 words** toward the writing requirement. This means that your papers are evaluated not only for content but also for writing quality, including grammar, punctuation, clarity, coherence, and organization.

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/>

More information about UF's writing requirement can be found [here](#).

COURSE MATERIALS

Required Textbook: Ryle, Robyn. Questioning gender: A sociological exploration (5th ed.). Sage Publications, 2024.

Materials will be available through the following means:

UF All-access program

Materials Fee: N/A

STUDENT LEARNING OUTCOMES

A student who successfully completes this course will be able to:

- Describe key social science perspectives related to gender and sexuality.
- Discuss and evaluate perspectives on how gender and sexuality function in society and everyday life.
- Analyze evidence of people's experiences related to gender and sexuality in different social contexts.

ASSESSMENT AND GRADES

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [Catalog](#).

No make-ups will be offered for missed assignments and/or attendance unless a **doctor's signed note** is provided.

Graded Course Activities

Note: Additional assignment details are provided on the course Canvas page.

Weekly Q&As (18 pts): These weekly question-and-answer submissions (**each worth 2 pts:** 1 pt for the question and 1 pt for the answer) are designed to enhance students' effective reading and deepen their understanding of the weekly topics in preparation for class discussions. Each week, students are expected to submit **one original question** and a well-developed answer in a paragraph (**min. 5 - max. 10 sentences**) based on the weekly chapter's content. Submissions must be uploaded to Canvas **by Sunday at midnight** before the Tuesday class.

Weekly Quizzes (27 pts): These weekly quizzes (**each worth 3 pts**) are designed to reinforce students' understanding of fundamental concepts from the weekly readings. Each quiz consists of **6 to 10 multiple-choice questions**, focusing on key terms and foundational ideas essential for progressing through the course material. **Quizzes will be held in class.**

Response Papers (24 pts): Response papers (**each worth 12 points**) help students identify and develop an understanding of the construction of social scientific knowledge and develop reading and writing skills. They are due no later than the listed time/day. Papers must be **1000-1100 words** each and submitted in **Word format** via Canvas. This will total the 2000-word writing requirement.

Presentation (10 pts): This presentation assignment (**worth 10 pts**) allows students to explore a topic related to **media and popular culture** (Chapter 10 in the textbook) and share their findings with the class. Students will select a specific theme, issue, or example within this field and deliver a **10–15 minute presentation**. Presentations should provide a clear overview of the chosen topic, include relevant examples, and

make **connections to course readings and materials** to demonstrate an understanding of key concepts. Supporting materials such as **slides, images, or videos** are encouraged to enhance the presentation. Students are expected to organize their presentations effectively, stay within the scheduled time, and communicate their ideas clearly. Detailed guidelines and grading criteria will be provided in advance.

Attendance (21 pts): Regular attendance (**1 point per class session**) is essential for active participation, engagement with course material, and successful completion of the course. Students are expected to arrive on time and actively participate in discussions and activities. Attendance beyond **21 sessions** will earn **0.5 bonus points per additional session**, up to a maximum of the total number of class sessions.

TOTAL: 100%

Grading Scale and Policies

More information about UF grading policy: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Note: A minimum grade of C is required to earn General Education credit.

Letter Grade	Points
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
E	<59

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 class is divided into three sections:

- 1) Social science perspectives on gender (Chapters 1, 2, and 3),
- 2) Lifespan Issues (Chapters 4, 5, and 7),
- 3) Culture and Society (Chapters 8, 10, and 11).

Date	Topic	Readings/Assignments
January 16	Introduction	
January 21-23	Introducing Gender	Chapter 1/Q&A 1/Quiz 1
January 28-30	Social Science Perspectives on Gender	Chapter 2/Q&A 2/Quiz 2
February 4-6	Social Science Perspectives on Gender	Chapter 3/Q&A 3/Quiz 3
February 11-13	Workshop on Transnational Perspectives	Response Paper 1
February 18-20	Socialization	Chapter 4/Q&A 4/Quiz 4
February 25-27	Sexuality	Chapter 5/Q&A 5/Quiz 5
March 4-6	Bodies and Health	Chapter 7/Q&A 6/Quiz 6
March 11-13	Review & Discussion	Response Paper 2
March 18-20	Marriage and Families	Chapter 8/Q&A 7/Quiz 7
March 25-27	Media and Popular Culture	Chapter 10/Q&A 8/Quiz 8
April 1-3	Political Life and Leadership	Chapter 11/Q&A 9/Quiz 9
April 8-10	Presentations	
April 15-17	Presentations	
April 22	Workshop	

UNIVERSITY POLICIES AND RESOURCES

Attendance policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students requiring accommodation

Students 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.

UF 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 <http://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

<http://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

ADDITIONAL POLICIES AND RESOURCES

University Honesty Policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

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 guest 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.

Procedure for conflict resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Undergraduate Coordinator (Dr. Joanna Neville: jneville@ufl.edu) or the Graduate Coordinator (Dr. Kendal Broad: klbroad@ufl.edu) for undergraduate and

graduate courses, respectively. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

For a list of additional campus resources, see section C 5 here:

https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_09_09_2022.pdf

Health and Wellness

- U Matter, We Care: umatter@ufl.edu; 352-392-1575.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu>; 352-392-1575.
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 352-392-1161.
- University Police Department: <http://www.police.ufl.edu/>; 352-392-1111 (911 for emergencies).

Academic Resources

- E-learning technical support: learning-support@ufl.edu; <https://elearning.ufl.edu>; 352-392-4357.
- Career Connections Center: Reitz Union; <http://www.career.ufl.edu/>; 352-392-1601.
- Library Support: <http://cms.uflib.ufl.edu/ask>.
- Academic Resources: 1317 Turlington Hall; 352-392-2010; <https://academicresources.clas.ufl.edu>.
- Writing Studio: 2215 Turlington Hall; <http://writing.ufl.edu/writing-studio/>.

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)