

## **Social Science Perspectives on Gender and Sexuality**

WST 2612 – Section 17E7

**Class Periods:** MWF 3

**Location:** MAT 0018

**Academic Term:** Fall 2018

### ***Instructor:***

Dr Maddy Coy

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Office: Ustler 303

Office Phone Number: 352-273-0391

Office Hours: Tuesday 12-2, Thursday 11-12 and by appointment

### ***Teaching Assistant:***

**Melissa Powers**

Email: melissapowers@ufl.edu

Office: Ustler 102A

Office hours: Monday and Wednesday, 10.40-11.30

**Credit Hours: 3**

### ***Course Description***

In this course, we will investigate diverse perspectives on social constructions of gender and sexuality and the intersections of these constructions with social inequalities and identities. While focussed mainly on contemporary issues in the United States, the course will discuss similarities and differences across time and contexts. Topics that we will explore include social gender norms, interrelations of gender, race and class, social privilege, and sexual orientation: all personal and political. This is an issue-oriented course that builds from students' diverse backgrounds and experiences and challenges you to encounter multiple viewpoints on sensitive topics. We will emphasize an inter-disciplinary perspective on the ways that people in the United States and across contexts define, understand, change, resist and/or experience gender and sexualities. The course will provide a toolbox for critical thinking and theorizing about the world around us as well as a forum to formulate, build, transform and/or affirm your views. Key themes will be hierarchy and inequality, and the potential of social movements for change.

### ***Course Pre-Requisites / Co-Requisites***

None

### ***Course Objectives***

Students will:

- gain an understanding of the concepts of sex, gender and sexuality;
- engage with a range of disciplinary perspectives on gender and sexualities;
- apply sociological imagination to situations beyond your own experience;
- consider how social institutions have shaped how we learn about gender and sexualities;
- explore movements for social change.

## ***Learning outcomes***

By the end of this course students will be expected to:

- describe and define basic concepts and theories in feminist scholarship, including different perspectives on gender and sexuality;
- recognize how life experiences vary because of how gender and sexualities are inter-related with race/ethnicity, class and age;
- show understanding of how macro and micro level structures shape social norms and individual choices;
- present an analysis of relevant knowledge and theoretical frameworks, according to appropriate academic conventions.

**WHAT TO EXPECT:** This course entails a rigorous and demanding reading load, from diverse sources. To succeed, you will need to read early and often, and take responsibility for what you do not understand by asking questions. This class requires a lot of discussion, in class and in small groups. Several documentaries will be shown, and you will be given viewing/discussion guidelines.

## ***Materials and Supply Fees***

None

## ***Required Textbooks***

None. All readings are available online via weblink or Canvas.

## ***Course Schedule***

Reading assignments must be completed before coming to class.

Please note that this schedule of readings is subject to minor modifications. All changes in the syllabus will be announced in class and posted via E-learning.

	<b><i>Topic</i></b>	<b><i>Reading</i></b>
Week 1 20 <sup>th</sup> August	Introductions	No reading for this week. Please come prepared to discuss what you would like to get out of the course.  W: Introductions  F: Class expectations and discussion of assignments
Week 2 27 <sup>th</sup> August	Theorizing gender	M: Raewyn Connell and Rebecca Pearse (2015) The Question of Gender Ch1 in <i>Gender in World Perspective</i>  W: Judith Lorber (1993) Believing is Seeing: Biology as Ideology <i>Gender and Society</i> 7(4) 568-581  F: Discussion
Week 3 3 <sup>rd</sup> September	Gender identity	M: NO CLASS (HOLIDAY)  W: Leslie Feinberg (1992) 'Transgender Liberation' (link in Canvas)

		<b>Learning log 1 due</b>  F: Discussion
Week 4 10 <sup>th</sup> September	Childhood	M: NO CLASS (ACTIVITY)  <b>Learning log 2 due</b>  W: Discussion  F: Cordelia Fine (2010) ' <i>Gender Detectives</i> ' (in Course Reserves) AND Jason Bainbridge ' <i>Beyond Pink and Blue: the quiet rise of gender-neutral toys</i> The Conversation (link in Canvas)
Week 5 17 <sup>th</sup> September	Theorizing differences (1)	M: Gloria Anzaldua ' <i>La Conciencia de la Mestiza</i> '  <b>Learning log 3 due</b>  W: Audre Lorde ' <i>Age, Race, Class, and Sex: Women Redefining Difference</i> '  F: Jazmine Hughes (2014) ' <i>What Black Parents Tell Their Sons About the Police</i> (link in Canvas)
Week 6 24 <sup>th</sup> September	Theorizing differences (2)	M: Saadia Toor ' <i>How Not to Talk about Muslim Women</i> '  <b>Learning log 4 due</b>  W: Reading TBC  F: Recap session for mid term exam
Week 7 1 <sup>st</sup> October	Families	M: Shahrashoub Razavi (2017) ' <i>Families can drive gender equality, but only if we help them evolve</i> <i>The Conversation</i> (link in Canvas)  W: Patricia Hill Collins (1998) ' <i>It's All in the Family: Intersections of Gender, Race, and Nation</i> <i>Hypatia</i> 13(3) 62-82  <b>F: Mid term exam (no learning log this week)</b>
Week 8 8 <sup>th</sup> October	Media	M: Reading TBC  Miss Representation class viewing (part 1)  <b>Learning log 5 due</b>  W: Miss Representation class viewing (part 2)

		F: Discussion
Week 9 15 <sup>th</sup> October	<i>Paris is Burning</i>	M: In class viewing of <i>Paris is Burning</i> (part 1)  <b>Learning log 6 due</b>  W: In class viewing of <i>Paris is Burning</i> (part 2) and discussion  F: bell hooks ' <i>Is Paris Burning?</i> ' (link in Canvas)
Week 10 22 <sup>nd</sup> October	Masculinities	M: C J Pascoe (2005) 'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse <i>Sexualities</i> 8(3) 329-346  <b>Learning log 7 due</b>  W: bell hooks ' <i>Understanding Patriarchy</i> ' (link in Canvas)  F: NO CLASS (HOMECOMING)
Week 11 29 <sup>th</sup> October	Theorizing sexualities (1)	M: Chrys Ingraham 'One is not born a bride'  <b>Learning log 8 due</b>  W: Adrienne Rich (1980) Compulsory Heterosexuality and Lesbian Existence <i>Signs</i> 5(4) 631-660  F: Discussion
Week 12 5 <sup>th</sup> November	Theorizing sexualities (2)	M: Milaine Alarie and Stephanie Gaudet (2013) "I Don't Know If She Is Bisexual or If She Just Wants to Get Attention": Analyzing the Various Mechanisms Through Which Emerging Adults Invisibilize Bisexuality <i>Journal of Bisexuality</i> 13(2) 191-214  <b>Learning log 9 due</b>  W: Discussion  F: NO CLASS (DR COY AT A CONFERENCE)
Week 13 13 <sup>th</sup> November	Sexual violence and campus rape culture	M: TBC  W: Lisa Wade 'Flirting with Danger' in <i>American Hookup: The New Culture of Sex on Campus</i> (in Course Reserves)  F: Discussion

Week 14 19 <sup>th</sup> November		M: Discussion of final exam and recap on themes so far  W: NO CLASS (THANKSGIVING)  F: NO CLASS (THANKSGIVING)
Week 15 26 <sup>th</sup> November	Feminist theory and activism	M: bell hooks 'Introduction' and 'Feminist Politics: Where we Stand' in <i>Feminism is for Everybody</i>  <b>Learning log 10 due</b>  W: Recap for exam  F: What next for feminism?
Week 16 3 <sup>rd</sup> December		<b>M: Final exam</b>  W: Closing discussion

### ***Attendance Policy, Class Expectations, and Make-Up Policy***

Attendance for this class is mandatory and contributes to your grade. Please also bear in mind how missing class will affect your ability to process the content and course materials. Catching up on notes is no substitute for being part of class discussions, and absence is likely to be reflected in quality of your assignments.

If you miss class, before you come and talk to me, please make sure you have completed the readings for the class you missed and reviewed notes from a classmate. Make-up lectures will not be given during office hours but questions on readings, after you have reviewed the notes of a classmate and completed the readings on your own, are welcome and will be answered enthusiastically.

**Exam:** Make up exams will be offered for medical reasons and for participation in university athletic events only. Make up exams for these reasons will be offered during the instructor's office hours. If you miss an assignment or submit late for any other reason, you may not get full credit.

### **Assignment details**

Assignments for the course comprise 90% of the course grades, with an additional 10% for attendance and participation. More details about assignments will be available in Canvas and discussed in class.

**WRITING REQUIREMENT:** This course has a 2000 word writing requirement. For more information about UF's writing requirement, see

<https://catalog.ufl.edu/UGRD/student-responsibilities/writing-requirement/>

In essence, your weekly papers are evaluated not only for content but also for construction and writing style.

#### **1. Learning logs (5 points each x 10, 50%)**

You will submit a one page (200-250 words) summary of what you have learned each week. This should refer to the reading (and demonstrate that you have completed the required reading) and reflect on your learning. In other words, this should not be a description of what we discussed, but your interpretation of it, including

what has stuck with you, what you were challenged by, anything you are still struggling with. Citations (references to course reading) should be in APA or MLA format and logs will be graded for clarity, writing style, and convincing use of evidence to support your reflection.

Together these will comprise half your grade for the course and you might also be able to draw on them as the basis for your exam revision. The total words for these logs will fulfil the writing requirement for the course, so please pay attention to their construction and ensure you submit sufficient words.

### **2. Mid term exam (20 points, 20%)**

This short answer, in class exam will test your knowledge of core concepts covered in the first part of the course. We will recap these before the exam and you should also return to your learning logs in preparation.

### **3. Final exam (20 points, 20%)**

The final in class exam will also consist of short answer questions where you will demonstrate familiarity with course concepts and analyses that have been covered in course readings. We will recap these before the exam and again, you should return to your learning logs in preparation.

## ***Evaluation of Grades***

Assignment	Points	Percentage of Final Grade
Weekly learning logs	5 each (x 10)	50%
Mid term exam	20	20%
Final exam	20	20%
Attendance and participation	10	10%
TOTAL	100	100%

## **FINAL GRADE**

At the end of the semester, final grades will be determined by the following formula:

94 and more points = A	80-83 points = B-	67-69 points = D+
90-93 points = A-	77-79 points = C+	64-66 points = D
87-89 points = B+	74-76 points = C	60-63 points = D-
84-86 points = B	70-73 points = C-	59 and fewer points = E

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## ***UF COURSE POLICIES***

### ***Students Requiring Accommodations***

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

### ***Course Evaluation***

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### ***University Honesty Policy***

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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) 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 or TAs in this class.

### ***Software Use***

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### ***Student Privacy***

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalogo910/policies/regulationferpa.html>

## ***CAMPUS RESOURCES***

### ***Health and Wellness***

#### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

### ***Specialist support***

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.) (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)

**Academic Resources**

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

**Library Support**, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

**Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

**Student Complaints Campus**: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

**On-Line Students Complaints**: <http://www.distance.ufl.edu/student-complaint-process>.