

Social Science Perspectives on Gender and Sexuality

WST 2612 – Section 01BH

Class Periods: MWF 3

Location: TUR 2319

Academic Term: Spring 2019

Instructor:

Dr Maddy Coy

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Office: Ustler 303

Office Phone Number: 352-273-0391

Office Hours: Monday 11-12, Thursday 10-12 and by appointment

Teaching Assistant:

Melissa Powers

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Office: Ustler 102A

Office hours: Monday, Wednesday and Friday 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. You should also pay close attention to the reading requirements and plan your schedule accordingly. This class also 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 Canvas.

	<i>Topic</i>	<i>Reading</i>
Week 1 7 th January	Introductions	No reading for this week. Please come prepared to discuss what you would like to get out of the course M: Introductions W: Syllabus, expectations and discussion of assignments F: Writing workshop
Week 2 14 th January	Theorizing gender	M: Gender and sexuality: starting points W: Raewyn Connell and Rebecca Pearse (2015) The Question of Gender Ch1 in <i>Gender in World Perspective</i> (in Course Reserves) F: Judith Lorber (1993) Believing is Seeing: Biology as Ideology <i>Gender and Society</i> 7(4) 568-581 (in Course Reserves)

Week 3 21 st January	Gender identity	<p>M: NO CLASS (HOLIDAY)</p> <p>W: Leslie Feinberg (1992) '<i>Transgender Liberation</i>' (link in Canvas)</p> <p>F: GUEST SPEAKER: Billy Huff</p>
Week 4 28 th January	Childhood	<p>M: NO CLASS (ACTIVITY)</p> <p>W: Discussion</p> <p>F: Cordelia Fine (2010) '<i>The Self Socialising Child</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)</p>
Week 5 4 th February	<p>Theorizing differences (1)</p> <p>RESPONSE PAPER 1 DUE MONDAY</p>	<p>M: Gloria Anzaldua '<i>La Conciencia de la Mestiza</i>'</p> <p>W: Audre Lorde '<i>Age, Race, Class, and Sex: Women Redefining Difference</i>' and Jazmine Hughes (2014) <i>What Black Parents Tell Their Sons About the Police</i> (links in Canvas)</p> <p>F: Writing workshop</p>
Week 6 11 th February	Theorizing differences (2)	<p>M: Saadia Toor '<i>How Not to Talk about Muslim Women</i>' (in Course Reserves)</p> <p>W: GUEST PRESENTATION: COALITION OF IMMOKALEE WORKERS</p> <p>F: Recap session for mid term exam</p>
Week 7 18 th February	Families	<p>M: 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 (in Course Reserves)</p> <p>W: Shahrashoub Razavi (2017) Families can drive gender equality, but only if we help them evolve <i>The Conversation</i> (link in Canvas)</p> <p>F: MID TERM EXAM</p>
Week 8 25 th February	Media	<p>M: Miss Representation class viewing</p> <p>W: Discussion</p>

		F: Please look at the Women's Media Center website and find something you'd like to talk about, are excited by
Week 9 4 th March	NO CLASSES (SPRING BREAK)	
Week 10 11 th March	<i>Paris is Burning</i>	<p>M: In class viewing of <i>Paris is Burning</i> (part 1)</p> <p>W: In class viewing of <i>Paris is Burning</i> (part 2) and discussion</p> <p>F: bell hooks '<i>Is Paris Burning?</i>' (in Course Reserves)</p>
Week 11 18 th March	<p>Masculinities</p> <p>RESPONSE PAPER 2 DUE MONDAY</p>	<p>M: C J Pascoe (2005) 'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse <i>Sexualities</i> 8(3) 329-346 (in Course Reserves)</p> <p>W: Peter Kareithi (2013) <i>Hegemonic masculinity in media contents</i> (link in Canvas)</p> <p>F: bell hooks '<i>Understanding Patriarchy</i>' (link in Canvas)</p>
Week 12 25 th March	Theorizing sexualities (1)	<p>M: Introduction to theorizing sexualities (no reading)</p> <p>W: Chrys Ingraham 'One is not born a bride' (in Course Reserves)</p> <p>F: Writing workshop</p>
Week 13 1 st April	Theorizing sexualities (2)	<p>M: Essay discussion</p> <p>W: Adrienne Rich (1980) Compulsory Heterosexuality and Lesbian Existence <i>Signs</i> 5(4) 631-660</p> <p>F: 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 (in Course Reserves)</p>
Week 14 8 th April	<p>ESSAY DUE MONDAY</p> <p>Sexuality and sexual practices</p>	<p>M: Lisa Wade (2017) "How sex became fun" from American Hookup (in Course Reserves)</p> <p>W: Presentation by STRIVE</p>

		F: First recap session
Week 15 15 th April	Feminist theory and activism	M: Recap session for exam W: bell hooks 'Introduction' and 'Feminist Politics: Where we Stand' in <i>Feminism is for Everybody</i> F: Discussion on "What next for feminism"?
Week 16 22 nd April		M: FINAL EXAM 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.

If you submit assignments late, you may not get full credit.

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.

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 papers are evaluated not only for content but also for construction and writing style.

1. Response paper 1. DUE MONDAY WEEK 5 (10 points, 10%)

You will submit a short response paper (approximately 500 words, 2 double spaced pages) on the key themes from the first 3 weeks of the course. A title for the paper will be posted on Canvas. The paper should refer to the reading (and demonstrate that you have completed the required reading) and reflect on your learning. Citations (references to course reading) should be in APA or MLA format and

assignments will be graded for clarity, writing style, and convincing use of evidence to support your reflection. A rubric will be available in Canvas.

2. Mid term exam. FRIDAY WEEK 7 (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 assignments in preparation.

3. Response paper 2. DUE MONDAY week 11 (15 points, 15%)

You will submit a second short response paper (approximately 500 words, 2 double spaced pages) on the key themes from the first half of the course. A title for the paper will be posted on Canvas. Again the paper should refer to the reading (and demonstrate that you have completed the required reading) and reflect on your learning. Citations (references to course reading) should be in APA or MLA format and assignments will be graded for clarity, writing style, and convincing use of evidence to support your reflection. A rubric will be available in Canvas.

4. Essay. DUE MONDAY WEEK 14 (25 points, 25%)

This response paper will complete the writing requirement for the course. You will submit an essay of minimum 1000 words (4 double spaced pages, maximum 5 pages). Essay titles will be posted on Canvas and you will choose one of these. Again the essay will draw on the reading (and demonstrate that you have completed the required reading) and be constructed in accordance with appropriate academic conventions. Citations (references to course reading) should be in APA or MLA format and assignments will be graded for clarity, writing style, and convincing use of evidence to support your reflection. A rubric will be available in Canvas.

5. Final exam. MONDAY WEEK 16 (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 assignments in preparation.

Evaluation of Grades

Assignment	Points	Percentage of Final Grade
Response paper 1	10	10%
Mid term exam	20	20%
Response paper 2	15	15%
Essay	25	25%
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>

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. Or stop by her Spring 2019 office hours, Tuesdays 10:30-12:30 in Ustler 204.

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 TA 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/catalog0910/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 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.

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