

## Social Perspectives on Gender and Sexuality

Spring 2024

WST 2612: Section 2612 – Class # 29268

See Canvas for Time/Location Information

**Instructor:** Dr. Joanna Neville (She/her/hers)      **Email:** [jneville@ufl.edu](mailto:jneville@ufl.edu)

**Phone:** You may leave a message OR you may TEXT your question or concern to 352-327-8039. If you leave a message after 8pm, I will answer the next business day. Please make sure to include your name and class.

**Office:** Ustler 102

**Office Hours:** Mondays and Wednesdays 10:30-11:30 or by appointment. \*I can meet via Zoom too.

**Course Description:** Gender is not only an important dimension of individual identity but a major dimension of the social structure. We will look at sociological theories of gender, the way gender acts as an organizing principle in our everyday lives, the role of gender in our social institutions, and how gender inequality is experienced. We will also examine the ways in which gender intersects with race, social class, and sexuality to produce different gendered experiences within U.S. society.

- 1. Course Aims, Objectives, and Outcomes:** This course focuses on social science perspectives on sex and gender. As a sociologist, I will emphasize sociological perspectives on gender. This course is also a social and behavioral sciences (S) subject area course in the UF General Education Program. (It also satisfies a Diversity (D) requirement.) 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.

**Diversity (D)** – In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students will 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 US society.

**Social and Behavioral Sciences (S)** – 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. Social sciences courses are designed so that -- if you complete all assignments satisfactorily -- you will achieve the following learning outcomes in content, communication, and critical thinking. More specifically, at the end of this course, students will be expected to have achieved the following learning outcomes concerning content, communication, and critical thinking: **Content:** Demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline. **Communication:** Communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline. **Critical Thinking:** Analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems

**Specific Learning Outcomes:** Introduce students to basic sociological concepts and theories through their application to the study of gender.

By the end of the course, students will:

- Recognize that observed differences in people's lives are influenced by societal forces; that is, the social construction of gender in everyday lives.
  - Understand the ways in which people's life experiences vary by race, ethnicity, social class, sexual identity, and age
  - Explore the ways in which gender is built into social institutions such as the family, the economy, education, religion, science, government and politics, the criminal justice system, and the mass media.
  - Examine the ways in which gender, along with race, ethnicity, and social class, can shape the distribution of resources, power, and privilege.
2. **TECHNOLOGY RESOURCES:** For issues with technical difficulties for Canvas, please contact the UF Help Desk, not me. Here's the help desk contact info: <http://helpdesk.ufl.edu> · (352) 392-HELP (4357) • Walk-in: HUB 132 Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail me within 24 hours of the technical difficulty if you wish to request a make-up or extension.
3. **REQUIREMENTS, ASSIGNMENTS, AND ASSESSMENTS:** A careful reading of the textbook is essential for success in this course. All of the assessments are based on your understanding of the material presented in the text. Class will be structured around readings from the text and other outside sources. We will structure our discussions around a sociological perspective, and students are expected to participate in a mature and responsible manner and respect the rights of others and their opinions.
4. **ESTABLISHING A QUALITY LEARNING ENVIRONMENT:** People learn best when they are encouraged to ask questions and express their diverse opinions on course content, which may include images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. In this class, *Social Perspectives on Gender and Sexuality*, students will encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge, and the pursuit of new ideas.

If students have concerns about classroom issues, disagreements, or grades, your first point of contact is me, your instructor. Please see my contact information at the top of this syllabus and on Canvas. I am always available and open to discuss concerns.

**REQUIRED TEXTBOOK:** *Questioning Gender: A Sociological Exploration* (4<sup>th</sup> edition), by Robyn Ryle. Sage Publications. 2021.

**Attendance :** Although not built into the course requirements, regular attendance is strongly recommended and the best guarantee of succeeding in the class. Regular attendance will better ensure that you engage in and properly absorb readings and lecture material. Much of the test material will come from lectures and discussions not fully represented by posted lecture slides. If you do attend a class meeting, it will be assumed you are prepared to participate. If you miss a class meeting, you will still be responsible for all course content and logistical information covered during the class.

**Assessments: These assignments will assess the student learning outcomes (SLO) described above.**

1. **Examinations** (50x3=150 points): Each exam will assess the basic understandings of three sections, which are the foundation for the course. There are three exams. The exams are NOT cumulative, and each will consist of 50 multiple-choice questions pertaining to lecture, in-class discussion, and course material from the three sections. They will be on Canvas. No additional software is needed.
2. **Response Papers** (4x30 =120 points): These (4) response papers help students identify and develop an understanding of the construction of sociological knowledge and develop critical thinking, reading, and writing skills. They are due no later than the listed time/day. Each response needs to have a minimum of 500 words and maximum of 650-700. See the assignment page for rubric. Submit via Canvas. You may receive points off for late projects. There are FIVE assigned papers, but I will drop the lowest grade. This will total the 2,000-word requirement.
3. **Participation Total: 40 points**
  - A) **Participation Reflections Discussion Posts** (8x3=24 pts): These assignments connect the material to the lived local experiences of students as well as more global ones. You are required to “reflect” or comment on at least one of the additional articles that correspond to each chapter by posting on the Discussion thread. Your post must be at least 100 words and analyze the topic of that week and how the article intersects with the topic. You only need 8 out of 10. The reflections must critically analyze the MATERIAL. Tie it back to the material for that week. They must be posted from the author’s account and must be original. This is casual writing as if you are raising your hand in class. As such, these responses do not count toward the 2000-word writing requirement. \*Introduction posts are mandatory. **I will use these posts as a jumping off for our in-class discussions, so be prepared to discuss your post.** All posts will be via Canvas.
  - Discussion Post Replies** (8x2= 16points): These responses allow students to interact with each other and learn others’ perspectives. You are to comment on the chapter discussion posts for the week. A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed, especially in a course that focuses on pressing and controversial social and political issues. Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behavior is not acceptable. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, especially when we disagree with them. However, in this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars rather than in defending points of view we have formed outside the classroom.  
Tie your arguments back to the chapter material. You are only required to respond to 8/10 posts. All posts are via Canvas. **Again, I will use these responses as part of our in-class discussions, so be prepared to discuss your responses.**

**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.

\*Please note: A minimum grade of C is required for general education credit. An earned grade of C minus will not be a qualifying grade for your major, minor, Gen. Ed., or basic distribution credits.

**Grade Point Totals:**

310-290 = A  
289-278 = A-  
277-269 =B+  
268-256 = B  
255-247 = B-  
246-238 = C+  
237-225 = C  
224-216 = C-  
215-207 = D+

206-194 = D

193-185= D-

<184= E

\*There MAY be opportunities for bonus points.

\*\*More information about grades and UF's grading policies is available in the Undergraduate Catalog

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies>

## 5. UNIVERSITY POLICIES, PROCEDURES, AND RESOURCES

**UF ACADEMIC INTEGRITY:** This course will subscribe to the University of Florida Student Honor Code. A central part of the UF Honor Code is the Honor Pledge: "The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student 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." Further information about the UF Honor Code and guidelines for Academic Honesty are here.

In this course, plagiarism or cheating of any kind will not be tolerated and will result in failing the course and other disciplinary action. In all instances, you must do your own work. There is no excuse for plagiarism, or for submitting another's work, ideas, or wording as your own. This includes using direct quotes from online sources without citation or submitting a paper you bought but did not write. Ignorance is not an excuse. Please be aware that there are various anti-plagiarism techniques available for use by University of Florida faculty that enables faculty members to determine if research papers have been plagiarized. There is a difference between plagiarism and collaboration. Collaboration, for purposes of this class, is the act of discussing ideas with classmates, debating issues, and examining readings from the class together so that each of you arrives at your own independent thought. Collaboration in this class is encouraged.

**STUDENT CONDUCT CODE AND SEXUAL HARASSMENT:** This course also operates under UF's Student Conduct Code. The Student Conduct Code is a set of standards and regulations which describe the rights, privileges, and responsibilities for all currently enrolled students at the University of Florida. For more information, click here. UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more information, see UF policies regarding harassment. Furthermore, in order to make this an effective course for everyone, all participants will be expected to meet the professional standards of integrity expected for members of the Center for Gender, Sexualities, and Women's Studies Research. This means I expect all participants to interact with peers "professionally," meaning with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication. Additionally, I expect all course participants will fulfill work obligations in a thoughtful and timely way, and display collegiality and sensitivity to faculty and other students.

**UF GENDER EQUITY:** The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. Please know that both your instructor in this course is considered Officials with Authority who are required to report violations of the gender equity policy. "Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality." For further information, including how to make a report, click here. Below are some specialist support services. You might not need them, but you might know someone who does. 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.) Phone: (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)

**ACCOMMODATIONS:** The University of Florida is committed to providing equal educational access to students with disabilities. The Disability Resource Center (DRC) collaborates with campus partners to facilitate access and inclusion for Gators with disabilities. Students with disabilities requesting accommodations should first register with the UF Disability Resource Center (0001 Building 0020-Reid Hall, [accessuf@dso.ufl.edu](mailto:accessuf@dso.ufl.edu); Voice 352-392-8565; Fax, 352-392-8570) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester. Information for students from the DRC is available [here](#). In this course, I am committed to providing equitable education access through reasonable accommodations as outlined in your accommodation letter. Please notify me within the first two weeks of class about any accommodations needed for the course. Late notification may cause the requested accommodation to be unavailable.

**COMMUNITY RESOURCES:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helpful resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1. Here are additional resources:

- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu](http://shcc.ufl.edu).
- UF Health Shands Emergency Room/Trauma Center: For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

**EXTRA COURSE FEES:** There are no additional fees for this course.

**ACADEMIC RESOURCES:** E-learning technical support - 352-392-4357 (select option 2) or email to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). Student help FAQs

- Library support - Ask-a-librarian. Various ways to receive assistance with respect to using the libraries or finding resources
- Teaching Center -Broward Hall, (352) 392-2010 or 392-6420. Study skills workshops, study groups, and tutoring.
- University Writing Studio - 2215 Turlington Hall, (352) 846-1138, The UF Writing Program offers all UF students help in the ongoing process of becoming better writers via one-on-one tutoring, online tutoring, and workshops.
- Career Connections Center - 352-392-1601. Career assistance and counseling services.

**Course Evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [evaluations.ufl.edu](http://evaluations.ufl.edu). 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/>.

**COVID-19:** In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [one.ufl](http://one.ufl) for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.

As with any excused absence, you will be given a reasonable amount of time to make up missed work.

**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.

**6. Tentative Schedule.** \*Subject to change with advance notice by instructor. Last day to withdraw for a “W” is April 12

Schedule	Monday	Wednesday	Friday
Week 1: Course Introduction Jan 8 – Jan 12		Classes Start	Jan 12: Introduction Posts Due
Week 2 : Part One: What Are the Most Important Questions to Ask about Gender? Chapter One: What is Gender and Why Should We care About it? Jan 15- Jan 19	Martin Luther King, Jr. Day Observed. No Class		Jan 19: Discussion Post #1 Due
Week 3: Chapter One Continued Jan 22-26			Jan 26: Response One Due
Week 4: Chapter Two: Understanding Sociology and Gender. Jan 29- Feb 2			
Week 5: Chapter Three: How do Disciplines Outside Sociology Study Gender? Additional Theoretical Approaches Feb 5- Feb 9			Feb 9th: Exam One Due On Canvas. *You may use class time to complete We will not meet. *
Week 6: Part Two: How Are our Lives Filled with Gender?		Feb 14 Discussion Post #2 Due	

Chapter Four: How Do We Learn about Gender? Gender Socialization  Feb 12-16			
Week 7: Continue Chapter 04 and Start Chapter 05 on The Gender of Sexuality  Feb 19-23	Feb 19: Response 2 Due		
Week 8: Continue Chapter 05: The Gender of Sexuality.  Feb 26- March 1	Mental Health Day: No class!	Feb 28: Discussion Post #3 Due	March 1: Response Three Due
Week 9: Chapter 07: The Gender of Bodies and Health and Exam Two on Chapter 4, 5, 7  March 4-8	March 4: Discussion Post #4 Due		March 8: Exam Two Due on Canvas. You may use class time. We will NOT meet in class.
Week 10: Spring Break!  March 11-15	Spring Break: No Class	Spring Break: No Class	Spring Break: No Class
Week 11: Part Three: How is Gender an Important Part of the Way our Society Works?  Chapter 08: The Gender of Marriage and Families  March 18-22		March 20: Discussion Post #5 Due	
Week 12: Chapter 09: How Does Gender Affect the Type of Work We Do and the Rewards We Receive for Our Work? The Gender of Work  March 25-29	March 25: Response Four Due		March 29: Discussion Post #6 Due
Week 13: Chapter 10: How Does Gender Affect What You Watch, What You Read, and What You Play? The Gender of Media and Pop Culture  April 1-5			April 5: Discussion Post #7 Due

<p>Week 14: Continued Chapter 10</p> <p>April 8-12</p>			<p>April 12: *Last Day to Withdraw and Get a "W" for class.</p>
<p>Week 15: Chapter 11: How Does Gender Help Determine Who Has Power and Who Doesn't? The Gender of Politics and Power</p> <p>April 15-19</p>	<p>April 15: Response Five Due</p>		<p>April 19: Discussion Post #8 Due</p>
<p>Final Week: Finish Chapter 11 and Exam Three</p> <p>April 22-24</p>	<p>April 22: "Take-Away" Posts due</p>	<p>April 24 : Exam Three Due on Canvas. You may use class time. We will not meet in class.</p>	