
WST3015: INTERDISCIPLINARY PERSPECTIVES IN WOMEN'S STUDIES

DAYS/TIMES MONDAY | WEDNESDAY | FRIDAY 9:35am-10:25am

LOCATION: ROL205 | TERM: Spring 2023

OFFICE HOURS: MWF 10:30AM-11:30 AND BY APPOINTMENT



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“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; **or abridging the freedom of speech**, or of the press” -First Amendment of the United States Constitution (emphasis mine)

Teaching Assistant: Rachel “Rose” Capo (rachel.capo@ufl.edu)

Course Description:

Drawing on materials and methodologies from a variety of disciplines, this class explores the diverse experiences of women, both in past eras and in the present, in the U.S. and abroad. Required for the Women’s Studies major and minor; fulfills the General Education requirement in diversity.

Required Text:

Most of the reading for this course will be available on Canvas for free, except one book you can purchase for under \$10. Please get this book as soon as possible and start reading it so it is not left until the end of the semester:

1. Kristof, Nicholas D, and Sheryl WuDunn. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* (New York: Vintage Books, 2010). ISBN: 9780307387097

Student Learning Outcomes:

1. Compare, contrast, and evaluate the claims of feminist thinkers from different periods and social locations.
2. Identify, describe, and explain the overlaps and differences among the domains of “gender,” “sexualities,” and “women’s studies” scholarship.
3. Describe and explain the nature of intersectional analysis.
4. Analyze and evaluate texts that encode social expectations for gendered and sexed identity.
5. Identify, describe, and analyze the ways in which social expectations shape gendered and sexed identity.
6. Communicate clearly, effectively, and, when appropriate, in correct scholarly form, about gender and feminism.

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.

This class is broken down into 100 points. Each assignment type is worth 20 points and holds equal weight and importance in the class. Check out the scale below to see how your points will translate to grades.

I will never grade you based on whether you agree or disagree with materials presented in class. I encourage you to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether you agree or disagree. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief. Students are free to (***and should***) take whatever position they feel compelled to take. I look forward to facilitating a diverse array of viewpoints and want to teach you how to properly defend your stances.

Grade Scale:

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:

To receive a passing grade, students must submit **all** assigned written 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
Response Essays (4)	This is a 4000-word writing requirement course. As such, you are responsible for writing 4 essays over the course of the semester. This will boil down to about one essay per month. Each essay will be worth 20 points and should be a <i>minimum</i> of 1,000 words. Essay prompts will be posted to Canvas with ample time to complete the assignment. Be sure to include citations (from documentaries or attached readings). Each unit reflection document is worth 20% of your grade for a total of 80% of the course points.	80%
Group Discussion	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%

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 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 business hours (Monday-Friday 8am-5pm). You can email me over the weekend or after 5pm, but do not expect a response immediately (tbh I usually do respond, just don't *expect* it). Make sure you are writing your email in a professional manner.

Before emailing me, ask yourself the following questions: Did I fill in the subject line with a brief description of my need for sending an email? Did I tell Dr. Coulson what class I am emailing about? Did I begin the email with a nice greeting and a comma? Did I write a few sentences with my request or question? Did I write a sign off phrase (sincerely, warmly, best wishes, respectfully, have a great day, etc. etc.)? Did I write my name underneath the sign-off phrase? If you answered yes to all these questions, hit send! If you need to work on your email some more, do it. **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 (352-3928565, 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.

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

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.

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.

Topic	Readings and Tasks
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Introduction to the course	<p>1/9: Syllabus, Class Policies, Questions</p> <p>1/11: In Class Viewing: Chimamanda Ngozi Adichie at the PEN Centenary Symposium, 2022.</p> <p>1/13: In Class Group Discussion on Freedom of Speech</p>
Social Construction vs. Essentialism	<p>1/16: No Class (MLK Day)</p> <p>1/18: DeLamater & Hyde, “Essentialism vs. social constructionism in the study of human sexuality (available on Canvas)</p> <p>Carole S. Vance, “Social Construction Theory: Problems in the History of Sexuality” (excerpt available on Canvas)</p> <p>1/20: “Anne Fausto-Sterling, “The Five Sexes: Why Male and Female are Not Enough” and “How Common is Intersex?: A Response to Anne Fausto-Sterling” by Leonard Sax</p> <p>Be prepared for a group discussion on the Fausto-Sterling & Sax articles. I really need you to engage and think critically about these two readings.</p>
Intersecting Identities	<p>1/23: What are “critical theories” Stay tuned for guidance on reading.</p> <p>1/25: Gloria Anzaldua, “La Prieta” & Cherrie Moraga, “La Guera” (readings available on Canvas)</p> <p>1/27: Discussion of “La Prieta” and “La Guera”</p> <p>Come prepared for a group discussion about identity and how identities can overlap.</p>
“Grooming” of Children	<p>1/30: “The Grooming of Children for Sexual Abuse in Religious Settings: Unique Characteristics and Select Case Studies” by Susan Raine and Stephen A. Kent (available on Canvas)</p> <p>2/1: “Online Child Grooming: A Literature Review on the Misuse of Social Networking Sites for Grooming Children for Sexual Offences” (available on Canvas)</p> <p>Watch at Home: <i>Daddy I Do</i></p> <p>2/3: Group Discussion on grooming and safeguarding children</p> <p>Essay #1 due on Canvas by 11:59pm</p>
Sexuality as a Spectrum	<p>2/6: How Many LGBT Americans There Are Depends On What You Ask by John Arit in <i>The Atlantic</i> (linked on Canvas)</p> <p>2/8: “Sexual Minority Reflections on the Kinsey Scale and the Klein Sexual Orientation Grid: Conceptualization and Measurement” by Galupo et. al. (available on Canvas)</p> <p>2/10: Excerpt from <i>Don’t Label Me</i> by Irshad Manji (linked on Canvas)</p>
The Production of Masculine Identity	<p>2/13: In class viewing & Discussion: <i>The Mask You Live In</i></p> <p>2/15: “Today’s Masculinity is Stifling” in <i>The Atlantic</i> & “The Silence: The Legacy of Childhood Trauma” in <i>The New Yorker</i></p> <p>2/17: Richard O. De Visser & Jonathan Smith, “Alcohol Consumption and Masculine Identity Among Young Men” (available on Canvas)</p>

Beauty Standards	<p>2/20: In class viewing & Discussion: <i>Miss-Representation</i></p> <p>2/22: Jeanne Bovet, “Evolution of Feminine Beauty” (available on Canvas)</p>
	<p>and Cynthia L. Robinson-Moore, “Beauty Standards Reflect Euro-Centric Paradigms—So What? Skin Color, Identity, and Black Female Beauty” (available on Canvas)</p> <p>2/24:</p>
Women’s Health	<p>2/27: “Women, Power, and Reproductive Healthcare: Highlights from the 19th and 20th Century Obstetrical and Gynecological Practice” (linked on Canvas)</p> <p>3/1: “The Doctor Doesn’t Listen to Her. But the Media is Starting To.” by Ashley Fetters in <i>The Atlantic</i> (linked on Canvas)</p> <p>3/3: In Class Group Discussion on Women’s Health</p> <p>Essay #2 due on Canvas by 11:59pm</p>
Reproductive Rights/Abortion/IVF	<p>3/6: “Racism, Birth Control, and Reproductive Rights” by Angela Davis (available on Canvas)</p> <p>3/8: “Roe vs. Reality—Abortion and Women’s Health” by Wright & Katz (available on Canvas)</p> <p>3/10: “The Fight Over Abortion Has Only Just Begun” by Abigail Abrams in <i>Time</i> (linked on Canvas)</p>
Spring Break	No Class: March 11th-March 18th
LGBTQ & Marriage Rights	<p>3/20: In class viewing & Discussion: <i>Before Stonewall</i></p> <p>3/22: “How Gay Marriage Became a Constitutional Right” by Molly Ball in <i>The Atlantic</i></p> <p>3/24: “Gay Marriage as a Religious Right: Reframing the Legal Debate over Gay Marriage in the United States” by DaLaet & Caufield (available on Canvas)</p>
The socially constructed rules about genital mutilation	<p>3/27: “Female Genital Mutilation: Current Awareness, Beliefs, and Future Intention in Rural Egypt” by Eman S. Mohammed et. al. (Available on Canvas) & “Infant Male Circumcision is Genital Mutilation” by Martin Robbins in <i>The Guardian</i> (linked on Canvas)</p> <p>3/29: “The Battle Over Gender Therapy” by Emily Bazelon</p> <p>“The Gender Reassignment Controversy” by Nigel Barber</p> <p>3/31: In Class Discussion on Genital Mutilation</p>
Workplace Harassment and Violence Against Women (roots of #metoo)	<p>4/3: In class viewing & Discussion: <i>Anita: Speaking Truth to Power</i></p> <p>4/5: “How Christine Blasey Ford’s Testimony Changed America” by Haley Sweetland Edwards (linked on Canvas)</p> <p>4/7: In Class Group Discussion on the #metoo movement</p>

Sexual Assault	<p>4/10: “The N.F.L. Is Still Failing to Hold Deshaun Watson Accountable” by Louisa Thomas</p> <p>In class viewing & Discussion: <i>Consent: Vice HBO</i></p> <p>4/12: “An Epidemic of Disbelief” in <i>The Atlantic</i> by Barbara Hagerty (link available on Canvas)</p> <p>4/14: In Class Group Discussion on Sexual Assault</p> <p>Essay #3 due on Canvas by 11:59pm</p>
Sex Trafficking Myth vs. Reality	<p>4/17: “Maxwell Sentenced to 20 Years in Prison for Aiding Epstein’s Abuse” in the <i>New York Times</i> by Benjamin Weisner</p> <p>4/19: “QAnon Joins Vigilantes at the Southern Border” in the <i>New York Times</i> by Mirian Jordan</p> <p>4/21: In class Group Discussion: Human Trafficking</p>
Looking outside the US: A quick discussion & case study	<p>4/24: In Class Viewing: <i>Saving Face</i></p> <p>4/26: Discussion of <i>Saving Face</i> and <i>Half the Sky</i></p> <p>4/28: In Class Group Discussion on International Issues Facing Women</p>
Finals Week	<p>Essay #4 due Wednesday May 3rd at 11:59pm EST (Canvas)</p>

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.