

## Sexualities Studies

Fall 2023

WST 3603: Section # 25839

See Canvas Homepage for Time/Location Information

**Instructor:** Dr. Joanna Neville (She/her/hers)

**Email:** 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:** See Canvas for location

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

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**"Understanding contemporary sexual matters requires considering how sexuality varies across time and place and how it is modeled, molded, and even manipulated by those around us" - Stompler et al. 2019: xiii**

**"...sexuality (is) an identity as well as a social location that structures individuals' lives alongside race, gender, and class." - Moore, 2012: 34**

**COURSE DESCRIPTION:** This course is an introduction and overview of the study of sexuality. The course begins by reviewing various approaches to researching and theorizing sexuality, ultimately focusing on a critical framework of "intersectionality." The course uses a critical framework of intersectionality to examine topics related to sexuality today— for example, various categories, identities, and experiences of sexuality and various sexual cultures. The course also reviews (mostly social science) research addressing sexuality in relation to issues of social control, violence, representation, commercialization, bodies, and health – again taking these up and considering them from a critical sexuality framework of intersectionality. The course is structured to provide students the opportunity to think in terms of an intersectionality framework while reflecting on patterns of marginalization and valorization of different expressions of pleasure, desire, and intimacy. The course concludes with examination of cutting-edge research that takes up, reflects on, and extends the class framework of intersectionality. Please note: *This course will take up and consider a variety of views about sexualities; one political view is not a required nor an expected outcome.* (WST: SS; TPS: Core; HDS Minor: Tier 2)

*Please note: This class uses the Canvas system (<https://lss.at.ufl.edu/>). This means you will be expected to access Canvas regularly for class materials, schedules, assignments, and possibly zooms.*

### COURSE OBJECTIVES/GOALS

This course is designed to provide students with an overview of the study of sexuality, with a particular focus on sexuality studies done with an intersectional lens. By the end of the semester students should be able to:

- outline the diverse ways people learn about sexuality and the social consequences thereof.
- explain different theories of sexuality.
- identify key aspects of an intersectional approach to sexuality.
- understand qualitative research approaches and how to read such research articles.
- apply an intersectional framework to analyze current trends and research in sexuality.
- explain difference and variation in sexual categories and meanings.
- explain research patterns of how sexuality structures lives, alongside race, gender, class, age, and ability (at minimum).

- use research to identify new ways of thinking about sexuality and sexual well-being when centering the people most impacted by interlocking systems of oppression.

**REQUIREMENTS, ASSIGNMENTS, AND ASSESSMENTS:** Careful reading of the textbook is essential for success in this course. All the assessments are based on your understanding of the material presented in the text.

**REQUIRED TEXTBOOKS:** Fischer, Nancy L., Laurel Westbrook, and Steven Seidman, eds. *Introducing the New Sexuality Studies: Original Essays*. Routledge, 2022. \*Any additional readings will be available via Canvas.

**Assessments: 1. Papers (5x20 =100 points):** **These (5) response papers help students identify and develop an understanding of the construction of sociological knowledge and also develop critical thinking, reading, and writing skills. There are 6 responses, but I will drop (or you can choose not to do) one of the responses.** They are due no later than the listed time/day. Each response needs to have a minimum of 600 words and max of 750 words. See the assignment page for rubric. Submit via Canvas. This will total 3,000 of 4,000- word requirement.

**2. Project: (50+10 (project submission and presentation )= 60 points)** **This project will help students synthesize and interpret the material learned throughout the semester. Students will be able to take the knowledge and transform it to their own.** This activity is very flexible. I want you to take a topic that we covered in the first 14 weeks. You may address any aspect of this topic. Then, transform it into your area of interest. This is a creative end product such as a poem, song, or piece of pottery, tool for change, educational tool, and so on. I am very flexible with the interpretation of “creative.” You may also do a traditional research paper or research design. You must first get your topic approved. You will also submit a paper with it. See rubric(s). The word count is around 750-1000 words.

### **3. Participation Total: 40 points**

**A. Participation Reflections Discussion Posts (8x3pts= 24 pts Total ):** **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 the required assignment by posting on the Discussion thread. Your post must be at least 100 words and analyze the topic. Tie it back to the material for that week. They must be posted from the author’s account and must be original. **I may 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.

**B. Discussion Responses (8x2pts) =16 points):** These responses allow students to interact with each other and learn others’ perspectives. You are to comment on the discussion posts and respond to either an Introduction post OR a take-away post. You should be respectful of the content. Do not criticize or attack one’s character. This is different from disagreeing with someone’s viewpoints. You can agree or disagree or simply note something interesting about the post. Tie your arguments back to the chapter material. I reserve the right to edit or delete any disrespectful responses. All posts are via Canvas. **Again, I may use these responses as part of our in-class discussions, so be prepared to discuss your responses.**

### **Grade Point Totals:**

200-185 = A  
 184-179 = A-  
 178-173 =B+  
 172-165 = B  
 164-159 = B-  
 158-153 = C+  
 152-145 = C  
 144-139 = C-  
 138-133 = D+

132-125 = D  
124-119= D-  
<119= E

## GENERAL COURSE INFORMATION

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.edu](https://one.ufl.edu) 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.

ACADEMIC ETIQUETTE & COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy during, before, and after class, in all email messages, threaded discussions, and chats. Please remember that arriving late or leaving early is disruptive to the class. You are expected to come to class prepared to engage with the material and to participate in the class discussion. This means you should do the readings assigned for that day before you attend class. Respect for opinions voiced in class is essential and I expect everyone to treat each other professionally. In order for us to learn from each other, we have to allow each other to make mistakes, and to sometimes engage unpopular positions. However, name-calling, other forms of harassment will not be tolerated and will result in being asked to leave the class. Please also see description of assignments for further discussion of expectations about course participation. This course will take up, and consider, a variety of political views about sexuality; one political view is not a required nor an expected outcome.

UF STATEMENT OF CLASSROOM LEARNING: People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students 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, 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.

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.

**UF EVALUTIONS:** 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 here. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Elearning/Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at GatorEvalsPublicData

**UF 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 Department of Gender, Sexuality and Women's Studies Research. This means I expect all participants to interact with peers “professionally,” meaning with honesty, ethical behavior, 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 ACCOMODATIONS:** 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.

**UF CLASS RECORDING POLICY:** 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.

**UF 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 is a list of resources:

- *U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto: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.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website
- *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 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- *GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

**UF ACADEMIC RESOURCES:** The following are academic resources that may be helpful for completing this course:

- UF Computing Help Desk (for E-learning technical support) at 352-392-4357 or via e- mail at [helpdesk@ufl.edu](mailto: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.

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 and TA in this course are 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.) (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) EXTRA COURSE FEES: There are no additional fees for this course.

LAND ACKNOWLEDGEMENT: This is an acknowledgement that for thousands of years the area now comprising the state of Florida has been and continues to be home to many Native Nations. We further recognize that the main campus of the University of Florida is in the heartland territory of two historically-known Native societies –those of the Potano and of the Alachua Seminole. As a part of our current stewardship, we acknowledge an obligation to honor the ancestral, present, and future Native residents of Florida. (Originally Crafted by UF Libraries)

CONSIDER (DOUBLE) MAJORING 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 Alyssa Zucker ([azucker@ufl.edu](mailto:azucker@ufl.edu)) to make an appointment to discuss adding the major.

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#### ANSWERS TO IMPORTANT QUESTIONS:

*May I take my exam late? May I turn my assignment/paper in late?* Late assignments, papers, and exams will only be accepted/arranged when students face documented circumstances beyond his or her control.

*May I take an incomplete in the course?* The College of Liberal Arts and Sciences states that an incomplete can “only be given when a student has completed a major portion of the course with a passing grade and has been unable to complete the course requirements because of documented circumstances beyond his or her control” (see also Undergraduate catalog under “Grades/ Grading Policy”). An “Incomplete” (or “I” grade) can only be assigned before the final exam/final paper of the course.

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*NOTE: I will try to remain as faithful as possible to this syllabus. However, there are times I may need to adjust the plan and make changes. I will announce any such changes in advance, in class, on Canvas announcements, or via the class email list. Last day to withdraw and get a "W" is November 20.*

Schedule	Tuesday (2 hr)	Thursday (1 hr)
Week 1: Course Introduction August 24		Classes Start Introduction Posts due before Friday 11:59pm
Week 2 : Section One: Theory and Foundational Ideas August 28- September 1	August 29: Pages 1-14 in text. "Welcome to the new sexuality studies," (Seidman) "Construction as a social process" (Fischer and Christiansen)	August 31: Pages 64-71 in text. "Method Matters: discovering how early motherhood, monogamy, and social class shape young women's sexuality" (Budnick)  Paper #1 Due
Week 3: Section One: Theory and Foundational Ideas September 4-8	Sept 5: Part Two: Bodies and Behaviors. Page 93-100. "The social meanings of sexual Intercourse" (Kaye)  Discussion #1 Due	Sept 7: Pages 47-56 "The Dos and Don'ts of Dating" (Lamont)
Week 4: Section One: Theory and Foundational Ideas  September 11-15	Sept 12: Page 261-271 "Polyamory, mononormativity, and polyqueer kinship" (Schippers)  Paper #2 Due	Sept 14: Pages 298-307 "Trans sexualities" (Tolman)
Week 5: Section Two: Intersectionality and Inequality  September 18-22	<b>Sept 19: Pages 298-307</b> "There's no such thing as a slut: creating and destroying the 'good girl' in Taylor Swift's musical persona" (Brown)  Discussion #2 Due	Sept 21: Pages 355-364 Hetroflexibility (Carrillo)

<p>Week 6: September 25-29: Section Two: Intersectionality and Inequality</p>	<p>Sept 26: Pages 449-459 "The Body, disability, and sexuality" (Gerschick)</p>	<p>Sept 28: Pages 478-484 "Creando una familia: LBQ Latinas facilitating bonds through shared race and ethnicity" (Acosta)</p> <p>Paper #3 Due</p>
<p>Week 7: Section Two: Intersectionality and Inequality</p> <p>October 2-6</p>	<p>Oct 3: Pages 470-477 "Disrupting dichotomies: nonbinary sexual identities" (Miller)</p> <p>Discussion #3 Due</p>	<p>Oct 5: Pages 511-519 "The racial and sexual stereotypes of the "down low" (Vidal-Ortiz and Robinson)</p>
<p>Week 8 Section Two: Intersectionality and Inequality</p> <p>October 9-13</p>	<p>Oct 10: Part Seven: Sexual cultures, places, and scenes. Pages 579-590 "Learning to be queer: college women's sexual fluidity"</p> <p>Paper #4 Due</p>	<p>Oct 12: Mental Health Day! No class</p>
<p>Week 9: Section Three: Social Structures, Social Institutions, and Sexualities</p> <p>October 16-20</p>	<p>Oct 17: Part Five: Social structures and institutions. Pages 427-436 "The politics of sexuality and gender expression in schools" (Miceli)</p> <p>Discussion #4 Due</p>	<p>Oct 19: Pages 437-446 "Sex education and its failures" (Fields and Gilbert)</p>
<p>Week 10: Section Three: Social Structures, Social Institutions, and Sexualities</p> <p>October 23-27</p>	<p>Oct 24: Pages 392-400 "Medicine and the making of a sexual body" (Roberts)</p> <p>Paper #5 Due</p>	<p>Oct 26: Pages 382-391 "The elusive goal of sexual health" (Epstein)</p>
<p>Week 11: Section Three: Social Structures, Social Institutions, and Sexualities</p> <p>October 30 - November 3</p>	<p>Oct 31: Part eight: Sexual labor and Commerce. Pages 611-619 "The sexual economy of Nevada's legal brothels" (Brents)</p> <p>Discussion #5 Due</p>	<p>Nov 2: Pages 665- 672 "Sex workers' rights activism in the US" (Hidalgo and Maxxine)</p>



<p>Week 12: Section Three: Social Structures, Social Institutions, and Sexualities</p> <p>November 6-10</p>	<p>Nov 5: Pages 367-373 "The economy and American marriage" (Hunter)</p> <p>Discussion #6 Due</p>	<p>Nov 7: Pages 143-152 "Reconceiving unintended pregnancy" (Reich)</p>
<p>Week 13: Section Four: Sexual politics, social movements, and empowerment.</p> <p>November 13-17</p>	<p>Nov 14: Pages 693-703 "Anti-homosexuality legislation and religion viewed from a transnational frame" (Oliver)</p>	<p>Nov 16: Pages 721-729 "The politics of race, class, and gender in queer safer sex" (Barcelos)</p> <p>Paper #6 Due</p>
<p>Week 14: Section Four: Sexual politics, social movements, and empowerment.</p> <p>And</p> <p>Thanksgiving</p> <p>November 20-24</p>	<p>Nov 21: Pages 756-765 "A Public health approach to campus sexual assault prevention: sexual citizenship, sexual projects, and sexual geographies" (Hirsch and Khan)</p> <p>Abstract Due</p>	<p>NO CLASS: Thanksgiving</p>
<p>Week 15: The Ally Paradox and Project Preparation</p> <p>November 27-December 1</p>	<p>Nov 28: Page 766 "The Ally Paradox" (Grzanka)</p> <p>Biggest Take Away Post Due</p>	<p>Nov 30 Project Preparation: No Class</p>
<p>Final Week: Presentations</p> <p>December 5</p>	<p>Dec 5: Project Presentations</p>	<p>Final Project Due Dec 14 at 3pm</p>