

IDS 2935: Gender and Sexuality in Society

Quest 2

Spring 2023

Class Meetings: T4, R4-5

Location: LIT 0113

Instructor

Dr Maddy Coy

Email: m.coy@ufl.edu

Office: Ustler 303

Office Hours: Thursday 9-10am and 1-3pm and by appointment

Phone: (352) 273-0391

Teaching Assistant

Angel McGee

Email: mcgeeangelica@ufl.edu

Office location: 102 Ustler Hall

Office hours: TBA (and by appointment)

Course Description

The pressing question that this course will address is how social science can offer insight into different and changing perspectives on gender and sexuality. Drawing on disciplines such as sociology, psychology, and women's studies, the course will discuss social constructs of gender and sexual orientation, and how these intersect with race, ethnicity, class, age, faith and (dis)ability. These constructs and discourses include those in the medical, media and legal arenas; the course will interrogate how these circulate and thus become social norms about gender and sexuality. Social science theories and data offer a route to analyzing such discourses and the ways in which they gain traction as "common sense" truths. Students will read qualitative and quantitative research findings as well as different theoretical perspectives to build an analysis. While focussed mainly on contemporary issues in the United States, the course will consider similarities and differences across time and contexts.

A secondary pressing question is to explore how social and political norms influence personal conceptions of gender and sexuality. Students' diverse backgrounds and experiences offer a rich resource from which to encounter multiple viewpoints on topics of personal and social resonance. By exploring how constructs of gender and sexuality are shaped by social institutions such as the family, childhood marketing of toys and clothes, and media representations, students will be challenged to reflect on the messages that they have received. 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 views. Key themes will be social hierarchies and inequities, and the potential of social movements for change.

As the course has a 2000 word writing requirement, writing workshops with interactive tasks are built into the class schedule. Detailed feedback on the writing and construction of the 2000 essay will be given electronically through Canvas, by the last day of class.

Class sessions will be a blend of lectures, interactive discussions, and small group discussions. Students are encouraged to complete the assigned readings and prepare for sharing their thoughts in class. Discussion questions will also be given ahead of classes.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- Diversity (D)
- Writing Requirement (WR) 2000 words

This course accomplishes the Quest and General Education objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Course Objectives

- Introduce social science theoretical frameworks (e.g. sociology, psychology, women's studies) to explore concepts of gender and sexuality and changing configurations in the contemporary United States.
- Critically engage with data and theory about how social institutions influence perspectives on gender and sexuality, including intersections with race, ethnicity, and class.
- Analyze data generated by social science research to understand how gender inequality and discrimination on the basis of sexuality intersects with race, ethnicity and class.
- Interrogate how personal and individual perspectives and experience are informed by larger social structures, using social science data, first person narratives and self-reflection.

WHAT TO EXPECT: This course entails a rigorous and demanding reading load. To succeed, you will need to read early and often, and take responsibility for what you do not understand by asking questions. This class requires a lot of discussion, in class and in small groups.

All accommodations will be honored. My aim is to create a discussion space where we can engage with each other in as meaningful a way as possible. This entails creating a learning space and community based on inclusion, dignity, respect, anti-racism, and freedom from discrimination.

Learning Outcomes

At the end of this course, students will be expected to have achieved the Quest and General Education learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Describe and define gender and sexuality as basic concepts and theories in social science scholarship and feminist theory (**Quest 2, S**); **Assignments:** reading quizzes, response paper, essay, midterm and final exam.
- Identify how theorizing in social science scholarship and feminist theory is developed from data and evidence about intersecting inequalities (**S, D**); **Assignments:** response paper, essay, midterm and final exam.

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Analyze how evidence shows that life experiences vary because of how gender and sexualities intersect with race, ethnicity, class and age (**Quest 2, D**); **Assignments:** response paper, essay, midterm and final exam.
- Evaluate how social institutions, including the family, have shaped how we learn about and engage with gender and sexualities (**S**); **Assignments:** reading quizzes, response paper, essay, midterm and final exam.

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Develop an analysis of relevant knowledge and theoretical frameworks according to appropriate academic conventions (**Quest 2, S**); **Assignments:** response paper, essay.

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Reflect on how constructs, discourses and messages about gender and sexuality are evident in data and circulate through social institutions that shape social norms and individual choices (**Quest 2, S**); **Assignments:** response paper.

Required Readings and Works

There are no required textbooks. All reading for class will be supplied through Course Reserves or links in Canvas. A list of course readings for each week can be found in Canvas modules.

Materials and Supply Fees

None

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 in Canvas.

Week 1 10 th January	Topic: Introductions Summary: In this first week students will go through the syllabus and course assignments and be introduced to the pressing questions that the course will explicate. Reflective discussions will encourage students to explore how they have learned about gender and sexuality and from what sources, including how their views and understandings might have changed over time.
Week 2 17 th January	Topic: Understanding gender Summary: In this week we will define and explain social science concepts of sex, gender and constructs of femininity and masculinity, drawing on sociology, psychology and feminist theory. Students will explore what social science data about gender inequality in the U.S. and around the world reveals about how to define and understand gender.

Week 3 24 th January	<p>Topic: Gender and childhood</p> <p>Summary: This week will challenge students with an experiential learning activity to visit stores and examine children’s toys and clothes for messages about gender. Observations and analysis from this activity will link back to last week’s readings about gender inequality and encourage students to reflect on the origins of gendered social constructs.</p>
Week 4 31 st January	<p>Topic: Gender identity</p> <p>Summary: This week will focus on gender identity. Students will read first person accounts and sociological theorizing about changing configurations of gender by trans and gender non-conforming people to build their understanding.</p> <p>Assignments: Reading quiz 1</p>
Week 5 7 th February	<p>Topic: Intersectional approaches (1)</p> <p>Summary: Students will explore how gender as a social system of power interacts with race, ethnicity, class, and faith. Key themes will be how inequities deepen across multiple dimensions of social locations and identities. Intersectionality will be introduced as an analytic lens.</p>
Week 6 14 th February	<p>Topic: Intersectional approaches (2)</p> <p>Summary: This week will draw on intersectional analyses to explore how constructs of gender differ across cultural contexts. Readings will encourage students to critically engage with notions of “culture” and the significance of paying attention to how place and context when analyzing gender constructs.</p> <p>Assignment: Reading quiz 2</p>
Week 7 21 st February	<p>Topic: Families</p> <p>Summary: How does “the family” operate as a social institution that is engaged with dynamics of gender and power? Readings will explore how family configurations are changing over time, and how relationships within family structures and the notion of the family itself are inflected by social locations of race and class.</p> <p>Assignment: Response paper 1 due</p>
Week 8 28 th February	<p>Topic: Media</p> <p>Summary: How do media representations shape messages about gender and race? By viewing a documentary about media images and advertising, and reading analysis of films marketed for families, students will apply their knowledge of intersectional approaches to gender to analyze the implications of media portrayals.</p> <p>Assignment: Midterm exam</p>
Week 9 7 th March	<p>Topic: Sexualities (1)</p> <p>Summary: This week will move into discussing how sexuality and sexual orientation are framed in different disciplinary and theoretical frameworks. A key theme is how scholarship has developed in response to, and led, social change.</p>

	Students will be encouraged to reflect on how they have learned about constructs of sexuality.
Week 10	SPRING BREAK
Week 11 21 st March	Topic: Sexualities (2) Summary: This week will focus on critical engagement with heterosexuality and heteronormativity. Readings will enable students to reflect on their own understandings and experiences by exploring gendered rituals around weddings and constructions of masculinities in the lives of high school boys in the U.S.
Week 12 28 th March	Topic: Sexualities (3) Summary: Students will continue exploring lived experience of sexualities through reading qualitative research by social scientists. Assignment: Reading quiz
Week 13 4 th April	Topic: Sexual ethics Summary: Students will explore how social and individual constructs of gender and sexuality influence sexual practices. Sociological research on campus “hookup culture” will provide evidence to be interrogated by students for resonance (or not) with their own experiences. Assignment: Essay due
Week 14 11 th April	Topic: Gender and violence Summary: In this week we will explore the gendered patterns of interpersonal victimization and perpetration. You will discuss social science prevalence data and intersectional feminist thinking about gender and violence.
Week 15 18 th April	Topic: Feminism Summary: This week students will discuss feminism as a social movement focusing on women’s liberation and/equality by critiquing gendered power relations. Students will read classic feminist texts and explore issues and priorities for contemporary feminist scholarship and activism.
Week 16 25 th April	Topic: Closing discussions Summary: The final week will be an opportunity for students to reflect with each other on how the course has deepened their understandings of gender and sexuality. Core concepts and data will be reviewed in preparation for the final exam. Assignment: Final exam

Description of Graded Work

Work	Description	Points
Attendance	Presence in class	10
In class reading quizzes x 3 (weeks 4, 6, 12)	Multiple choice quizzes completed in class, testing comprehension of required readings	3 x 5 (total 15)
Response paper (week 7)	A reflective account based on a prompt linked to the key themes from the first 6 weeks of the course (approximately 500 words, 2 double spaced pages)	10
Midterm exam (week 8)	This short answer exam will test your knowledge of core concepts covered in the first part of the course. The exam will be taken in class.	20
Essay (week 13)	An essay of approximately 2000 words (6 double spaced pages) from a choice of prompts.	30
Final exam (week 16)	In class exam consisting of short answer questions on course concepts and ideas/evidence that have been covered in course readings.	15

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.

ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.
- Students are recommended to consult a writing manual such as *The Allyn & Bacon Guide to Writing* (2009 edition available in UF library) and style guides for citations available on the [UF library website](#).

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

COURSE POLICIES

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Attendance will be taken daily and comprises 10% of the course grade. Please alert the teaching assistant and instructor if you are absent from class.

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations 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 email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recordings

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.

Title IX and Gender Equity

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. The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. **Please know that your instructor in this course and the TA are considered Officials with Authority who are required to report violations of the gender equity policy.**

You can also find details of specialist support services at the end of the syllabus. You might not need them, but you might know someone who does.

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.

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, <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450

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

Specialist support

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: 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. <https://career.ufl.edu/>

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

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)