

MENU

- Jump To Schedule
- Major Assignments
- Discussion Board Bb
- Attendance
- WST Private FB Group (optional)

SYLLABUS | SPRING 2020

WST 383 Women's Studies The University of Tampa College of Arts & Letters Wednesdays 6:00-9:50 Room NW #135

PROFESSOR

Prof. Juliet Davis, MAT, MFA Office: <u>Cass Annex 120</u>

Cell: 727.418.8511 | <u>Juliet.Davis@ut.edu</u>

Office Hours Change Regularly: Make an Appointment Here

■ INTRO FROM YOUR PROFESSOR

The female body, as a social and cultural artifact, is shaped by myriad (often conflicting) external demands. David Jacobson even asserts that the role of women and the control of their bodies are primary to world conflict and the clashes of values that stir it. In theocracies of the world, mythologies are driven by religious tenets and histories manifesting patriarchal power. In the western world, myths about the body (even basic female anatomy) are conjured by an overwhelming stream of commercially motivated imagery and politically inspired discourse. There seems to be little appropriate public space for candid, open, informative, empowering dialogue about the body. The goal of this course is to create such a space.

THEMED SECTION

This is a themed section of WST 383, in which we will focus on the female body, particularly in relationship to constructs of gender and sexuality, including theories of embodiment, identity, agency, empowerment, intersectionality, and representation. We will read theoretical texts (including opposing theories) and seek immersive experiences that allow embodied navigation of these theories and allow students to develop and articulate their own original perspectives on the subject matter.

CATALOG COURSE DESCRIPTION

An overview of women's studies that examines the pervasive and often unacknowledged ways that gender shapes our social institutions, individual knowledge and interpersonal relationships. Includes history, literature and film by and about women. May be used to satisfy general curriculum distribution in social science. This is a writing-intensive class.

COURSE OBJECTIVES

Upon successful completion of this course, students should be able to:

- define and explain key terminology relating to gender, identity, sexuality, intersectionality, embodiment and representation.
- summarize, analyze, and critically comment on a range of feminist theory and criticism relating to the course topics;
- analyze past personal experiences and new immersive class experiences in relationship to readings, screenings, and class lessons;
- synthesize theory and personal experience to develop original perspectives in thoughtful critical writing and oral presentation;
- write using college-level rhetoric, complexity, grammar, and style;
- employ qualitative and quantitative research (such as ethnography, interviews, statistical evidence, experimental research, surveys, etc.--with IRB approval when required).

WRITING SKILLS

This course requires, minimally, upper college-level skills in research, expository writing and reading comprehension, and a commitment to reading as an indispensable component of learning. Students come to class prepared to discuss the assigned reading, to perform textual analysis on images/media, and to construct and execute subjective but critically considered, evidence-based interpretation of the issues and texts we encounter, through both oral presentation and through, clear, error-free writing.

You are responsible for diligently proofreading your work. Proofread your writing against the handouts below, with special attention to proper mechanics applied to the titles of films, web pages, blog posts, books, and articles; grammatical errors in the form of comma splices, fused sentences, sentence fragments, subject/verb agreement issues, plural/possessive errors, pronoun reference and agreement errors, parallelism issues, and dangling modifiers; improper use of punctuation, such as quotation marks, colons and semicolons; style issues such as vague language, hyperbole, redundancy, unnecessary intensifiers; and proper citation formatting (whether using MLA, APA, or CMS citations). Any writing I receive from you in this course (including discussion board) should be free of the kinds of errors listed on these handouts.

Juliet's Reading, Grammar & Style Resources

- Millennial Speak (<u>.pdf</u>)
- Grammar Tips (<u>.pdf</u> | <u>videos</u>)
- Style Tips (.pdf|videos)
- Visual Analysis Language Tips (.pdf)
- Juliet's Proofreading Marks (<u>.pdf</u> | <u>video</u>)

Juliet's Critical Reading and Writing Handouts

- Juliet's PPT on Critical Writing (PPT)
- Juliet's videos on writing Help (PPT | videos)
- Citing Outside Resources (video) | (OWL Lab)
- Review the handout "How to Read Critically and Respond to Texts."

COURSE CONTENT ALERT

Political Perspectives: This course assumes certain political stances about women, gender, and embodiment that some people might find shocking and which might contradict some students' personal

ideologies and religious beliefs—for example, it assumes the stance that women are equal to (rather than inferior or subservient to) men, that ethnic minorities are equal to (rather than inferior to) people of dominant ethnicity, and that a wide range of gender identities and sexual expressions is normal, healthy and equal to (not secondary to) cisgender identity and heterosexual orientation. If you find that these stances could cause you unusual discomfort, please let me know. All student perspectives are welcomed for discussion.

Explicit Material: In the process of studying representation of the body, students will be exposed to explicit material that might be shocking and even disturbing. Students will be alerted prior to the presentation of graphic depictions and other sensitive content. This material includes (but is not limited to) physical and emotional violence, strong language, sexism, racism, homophobia, extreme nationalism, genocide, pornography, and objectification of the body for profit in advertising and other media. Some materials will also include graphic depictions of anatomy, biological functions, body fluids, nudity, and sex acts, as well as representations of a wide range of gender identity and sexual expression. Please remember we are scholars working to understand representation in many forms, and doing so requires a broad viewing experience.

If you have sensitivity to any of the above content that you believe would prevent you from viewing it or cause you unusual discomfort, please notify me. Also, if at any time during class you feel such discomfort, feel free to leave the classroom. Doing so will communicate a neutral rather than negative message—and you can feel free to talk about your experience afterwards if you wish to.

CONFIDENTIALITY

During the course of this class, people usually share very personal information and experiences. It is important to keep your classmates' disclosures confidential outside the classroom unless permission has been granted to share them. In other words, "What happens in the classroom stays in the classroom." This confidentiality does not extend to your professor (anything your professor says or does can be freely discussed anywhere). Also, your professor will, at times, allude to "a student's" experience from past years (which could be from any class taught from 1996 to present). The student's name and year will remain confidential, so identities are protected.

■ IRB APPROVALS AND CITI TRAINING

If you plan to conduct research on human subjects during the course on topics that might be considered controversial or which might raise issues about privacy, you will need approval from the Institutional Review Board (IRB). To propose a study to IRB, you will first need to be certified in IRB training by the CITI program. It involves online modules and is free to U.T. students and faculty. For more information, see <u>U.T.'s web page on IRB</u>.

REQUIRED COURSE MATERIALS

- Textbook: There is no textbook for this class. Course materials can be accessed in the class schedule
 at the end of this document (click on the icons to download or link to the materials).
- Major Assignments: See the <u>assignment sheet</u> here.

Platform

Purpose

Cost / How We Use It



 A Cloud Server (e.g., <u>Dropbox</u>, MS OneDrive, or Google Drive) Cost: FREE for starter space. College students and professionals need a cloud server that's cross-platform and compatible w/all file formats because it will:

- automatically back up your work so you can retrieve it easily when your hard drive dies (it's not an immortal, magical being).
 Lost work is not an excuse for late work.
- allow you to access your files anywhere, from any device, crossplatform (even a friend's computer).
- allow you to share files, co-author, and co-edit.



- Your Spartan Card
- U.T. email
- You will be contacted regularly through your U.T. email. Feel free to forward it to another account.
- Your SpartanCard is needed for entry to Cass building and labs. If your I.D. card does not work to get into the Cass Labs, see the Cass doorway signs about contact info for help.



- MS Word or
- compatible free software such as <u>Open</u> <u>Office</u>.

Cost: FREE for U.T.students

Submit writing in .docx or .pdf form. Do not submit proprietary files such as .pages (which is for Mac only) or graphic authoring files (because I won't have your fonts). Students who submit files I can't read risk failing grades and angry clients.



Mini Stapler: Carry it with you. Cost: \$1.88

All papers submitted in hard copy must be stapled. Please don't ask me for a stapler (it's my weird pet peeve). I am not your secretary.

GRADING METHODS

GRADING SCALE

95-100	Α	Outstanding
90-94	A/B	Excellent
85-90	В	Very Good
80-84	B/C	Good
75-80	С	Average
70-74	C/D	Below Average
60-70	D	Passing
0-59	F	Failure

Table 1 Grading Scale

EVALUATION

Attendance/Participation/In-class Activities	15%
Discussion Boards	10%
2 Unit Response Papers (Critical Reflections)	30%
Take-home Test (mult choice, short answer, essay)	20%
Final Paper and Presentation	<u>25%</u>
	100%

NOTE: Each evaluated project may vary in points assigned, but each assignment counts 100%. Then, the Blackboard grade book is programmed to automatically weight your grades according to the chart above

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ATTENDANCE, ABSENCES & LATE WORK

Assignment Deadlines: Assignments are due at the *beginning* of class—submission after that point is considered to be "late." Technical problems are not an excuse for late work. Please do not wait the day your project is due to print it out or produce it, because technical issues can arise.

Unexcused Absence and Late Work: Tests and major graded projects will be docked 10 points per class meeting overdue. Work that cannot be made up generally includes: 1) In-class activities occurring the day of absence and 2) assignments due for participation credit, 3) quizzes due that day.

Excused Absence: University attendance policy requires instructors to excuse students for the following events and allows them to make up work. Instructors may require documentation, as I usually do. Contact your instructor as soon as possible about these events:

- Court-imposed legal obligations (e.g., jury duty and subpoenas)
- Medical procedure
- Required participation in University-sponsored events
 (e.g., performances, athletic events, academic research presentations)
- Observation of religious holy days
- Requirements of military service
- Unscheduled absences involve unforeseen emergencies such as illness, injury, hospitalization, deaths in the immediate family, consequences of severe weather and other crises.

■ YOUR RESPONSIBILITY TO REPORT GRADE BOOK DISCREPANCIES

If you believe there has been a grade discrepancy, please contact me as soon as it's discovered. Towards the end of finals' week (usually Friday or Saturday), you will receive a message in your U.T. email account asking you to check your final grades in the grade book. At that time, it is your responsibility to review it and report any grade book errors before Sunday at 6:00 p.m. Final grades are submitted to the registrar Sunday night at the end of finals' week.

OFFICE HOURS

One-on-one student consultations will automatically be scheduled as part of the course. For office hours, feel free to <u>make an appointment</u>. I don't hold office hours during Thanksgiving week, Spring Break, Summer Break, and finals weeks.

COMMUNICATING WITH YOUR INSTRUCTOR. Your messages are important to me (see below).

(\boxtimes)	EMAIL	is the quickest way	to reach me	Juliet.davis@ut.edu o	or any of my	email addresses).
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T	EXT	(cell: 727-418-8511) or message through Facebook (Juliet Davis) is the next quickest.
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(2)	CALL	my cell any time (727-418-8511); just know I check voicemail infrequently.
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SKYPE is available by request.

NOTE: In rare cases, U.T. email does not get through. If I do not respond in a timely way to your message, and if you have allowed for reasonable response time, then it is my responsibility (not yours) to respond for resolution of your issue, and you will not be penalized for your issue.

■ I LOVE YOU, BUT . . .

Please read "How to Email Your Profs." Make your emails clear and concise so I can respond to you effectively. **Include the entire thread** of an ongoing email conversation so that your instructor can recall the history of your issue without searching archives for other emails you've sent. Sign off with your first and last name. And remember that emails with no messages and random attachments probably won't be read. Some faculty receive as many as 100 emails per day, so help us serve you well.

■ KEEP A PORTFOLIO OF ALL YOUR COLLEGE WORK

Keep ALL of your classwork during your college career, for use in job interviews, graduate school applications, and portfolio reviews in departments that require it for their majors (e.g., COM, ADPR). You never know when an old class project could become a new valuable revision. I still have all of my work from college and grad programs.

■ KEEP IT FRESH

Unless a student has special permission, a topic should only be used once in the class for an assignment, so that you keep your portfolio fresh. For example, if you have written about a particular film director or author in one assignment, you will probably not want to select that person as a topic of another assignment, without special permission. *Students are also not permitted to use ideas that have already been featured in class examples.*

■ KEEP IT HONEST: AVOIDING PLAGIARISM

<u>Plagiarism Infographic: "Did I Plagiarize?"</u> Original ideas are the foundation of meaningful discussion, critical thinking, creativity and productivity. *I am primarily interested in your ideas, even when we read outside resources.* Properly citing sources allows us to make distinctions between your ideas and those of others. By accepting this syllabus, you are agreeing that you have read and understood all information about <u>The University of Tampa's Academic Integrity Policy</u>, including the following parameters: Plagiarism includes not only copying another's words without acknowledging the source but also "using another's ideas, opinions or theories, even if they have been completely paraphrased in one's own words, without acknowledging the source." For information about citing sources and avoiding plagiarism, see the "Academic Resources" at www.julietdavis.com/materials.html. I report plagiarism.

Assignments must be submitted solely for this course, and collaboration is only permitted when approved by instructor.

KEEP IT SAFE

Please view my video presentation on backing up your work (it's really important). Remember, lost work is not a valid excuse for late work; it is your responsibility to back up all work you submit to a cloud server such as Dropbox or MS OneDrive, which means a total of TWO PLACES other than a student server. *Disks and drives are not magical immortal beings—sooner or later, they all die horrible deaths.* Only 6% of computer users back up their work, and yet 43% lose their files (http://www.pcmag.com/article2/0,2817,2288745,00.asp), which can be easily avoided.

KEEP YOUR ORIGINALS

Please don't make me responsible for the only existing photo of your great-grandma's wedding.:0

HUGE SUGGESTIONS

■ TAKE NOTES IN CLASS (BY HAND IS BEST)

You will need to take careful notes on your readings and presentations in this class, even when PowerPoints have extensive text in the "Notes" sections, because:

- The ability to listen actively, translate information into concise notes, and ask relevant questions translates into strong writing skills, test performance, and workplace skills.
 (See this peer-reviewed article).
- Research shows that students who take notes (particularly by hand) develop stronger writing skills and perform significantly better on tests that require critical thinking than students who take notes on a laptop (see this NPR report).
- Taking notes by hand requires cognitive processing that facilitates memorization and analysis rather than passive transcription of everything said.
- You will be able to reference your notes during take-home tests or study your notes for in-class tests.

REVIEW YOUR NOTES WITHIN 24 HOURS AFTER A CLASS

Research shows that reviewing notes within 24 hours after class saves students more than 80% of study time for tests. Just a quick review can store the information in long-term memory.

SUPPORT RESOURCES

TECHNICAL SUPPORT

If you need technical support assistance, you can contact the Information Technology Student Help Desk via email at StudentHelp@ut.edu or at (813) 253-6255. The Student Help Desk is located at the front desk of the Jaeb Computer Center. The hours of the Student Help Desk coincide with the hours of the Center. See more at: http://www.ut.edu/technology/studenthelpdesk/.

STUDENT SERVICES

For contact and other information about advising, registration, financial aid, student or campus life, counseling, career services, online workshops, and student organizations, please see www.ut.edu/studentservices.

ACADEMIC HELP RESOURCES

Tutoring	Essay Writing	Oral Communication	Reading Comprehension
AEP Academic Excellence Programs Find a Coach http://www.ut.edu/aep/	Saunders Writing Center: http://www.ut.edu/academic-support/saunders/?terms=Saunders%20writing%20center	U.T. Center for Public Speaking: http://www.ut.edu/speakingcen ter/?terms=Speech%20center	Handout: "How to Read Critically and Respond to Texts" www.julietdavis.com/WST383/ho wtoread.pdf

PERSONAL HELP RESOURCES

The Victim's Advocacy Hotline is (813) 257-3900. If you are victim of a crime, you can receive support and remain anonymous if you choose to. If you have witnessed a crime on campus, you can contact security or remain anonymous by using the "Silent Witness" form at http://www.ut.edu/silentwitness/ You can also contact the Tampa Police Department at (813) 231-6130

Mental Health, Therapy: The university has resources for students who are experiencing depression, anxiety, mental health issues, substance abuse issues, or any circumstances that might hinder your progress. Reach out for these resources: http://www.ut.edu/wellness/.

REQUIRED INFORMATION

ACADEMIC INTEGRITY

Cheating, Cheating, plagiarism, copying and any other behavior that is contrary to University standards of behavior will not be tolerated.

Students caught violating any aspect of the University of Tampa's Academic Integrity Policy will be penalized in all cases. Penalty ranges from "0" on an assignment to "F" for the course without regard to a student's accumulated points. Students may also face expulsion. It is the student's responsibility to become familiar with the policies of the university regarding academic integrity and to avoid violating such policies. Policy information is found at Academic Integrity Policy¹.

ADA STATEMENT: STUDENTS WITH DISABILITIES

If there is a student who requires accommodations because of any disability, please go to the Academic Success Center in North Walker Hall for information regarding registering as a student with a disability. You may also call (813) 257- 5757 or email disability.services@ut.edu. Please feel free to discuss this issue with me, in private, if you need more information.

¹ http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Academic-Integrity-Policy

■ REPORTING SEXUAL VIOLENCE / TITLE IX MATTERS

Juliet Davis' Policy: Your personal accounts of sexual assault disclosed in my classroom discussions and activities will not be reported to anyone unless you indicate you want me to report them--see The Dept. of Education's "Questions and Answers on Title IX," Section E-4. I consider my classroom activities on sexual violence to be forums designed for preventative education and public awareness and therefore subscribe to the exemption on mandatory reporting, leaving students the power to make the decision about how their sexual assaults will be handled.

The University of Tampa's Title IX Policy: Sexual violence includes nonconsensual sexual contact and nonconsensual sexual intercourse (which is any type of sexual contact without your explicit consent, including rape), dating violence, sexual harassment, sexual exploitation, domestic violence, and stalking. You may reach out for confidential help (see contact info below) or report an incident for investigation.

If you choose to write or speak about an incident of sexual violence and disclose that this violence occurred while you were a UT student, the instructor is obligated to report the incident to the Title IX Deputy Coordinator for Students [see exception to mandatory reporting is in the next paragraph, which Juliet Davis follows in her classrooms]. The purpose of this report is to provide a safe and nondiscriminatory environment for all students. The Deputy Coordinator or his or her designee will contact you to let you know about the resources, accommodations, and support services at UT and possibilities for holding the perpetrator accountable. If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the individuals listed below. They can connect you with support services and discuss options for holding the perpetrator accountable.

There is an exception to this required reporting for preventative education programs and public awareness events or forums. While the instructor is not required to report disclosures during these instances, unless you make or initiate a complaint, during these programs or events, the instructor or another University official will ensure that the students are aware of the available resources at UT, such as counseling, health, and mental health services, and it [sic] will provide information about Title IX, how to file a Title IX complaint, how to make a confidential report, and the procedure for reporting sexual violence [all of which can already be found on the University's Title IX page]. For more information, see The University of Tampa's Title IX² webpage and the Student Services Title IX and Sexual Misconduct Procedures³ webpage.

To make a confidential report of sexual violence, please contact:

- The Victim's Advocacy Hotline: (victimadvocacy@ut.edu) (813) 257-3900.
- Dickey Health & Wellness Center (wellness@ut.edu) (813) 257-1877.
- Health and Counseling Center (healthcenter@ut.edu) &13) 253-6250

[Juliet's Addition:] To report an incident for investigation, contact:

- The Tampa Police Department (813) 231-6130, or
- The Title IX Deputy Coordinator for Students listed on <u>The University's Title IX Page</u>

 NOTE: You may request confidentiality when reporting to The University, and the Title IX Deputy Coordinator will make every effort to honor your request, though there is no guarantee that it is possible in the due diligence of an investigation.

² http://www.ut.edu/titleix/

³ https://www.ut.edu/studentconduct/titleix/

COURSE INTERRUPTION DUE TO ADVERSE CONDITIONS

In case of any adverse condition or situation which could interrupt the schedule of classes, each student is asked to access <u>UT Homepage</u>⁴ for information about the status of the campus and class meetings. In addition, please refer to <u>UT Blackboard</u>⁵ for announcements and other important information. You are responsible for accessing this information.

DISRUPTION POLICY

Every student has the right to a comfortable learning environment where the open and honest exchange of ideas may freely occur. Each student is expected to do his or her part to ensure that the classroom (and anywhere else the class may meet) remains conducive to learning. This includes respectful and courteous treatment of all in the classroom. According to the terms of the University of Tampa Disruption Policy, the professor will take immediate action when inappropriate behavior occurs. Details of the policy may be found at <u>Disruption of the Academic Process</u>⁶.

LAB RULES

If you use the computer lab, you are expected to adhere to the lab rules and procedures posted to Blackboard and to exercise courtesy and professionalism at all times.

REQUIRED INFORMATION

NO UNAUTHORIZED RECORDINGS OR COURSE MATERIAL DISTRIBUTION

This policy is designed to protect student confidentiality and instructor copyrights. Unauthorized recordings of class and redistribution of course materials are prohibited; they include recording any portion of class for social media or other forms of electronic sharing, unless permission is granted by the participants represented. Recordings that accommodate individual student needs must be approved in advance and are for personal use only.

Note: The professor reserves the right to make changes to this syllabus as necessary.

⁴ http://ut.edu

⁵ https://utampa.okta.com

⁶ http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Disruption-of-the-Academic-Process

Click on the icons below to link to course materials.

WK DATE **TOPIC** W 1/22 **UNIT 1: WHOSE BODY IS IT, ANYWAY? Assignments Due Today:** Read syllabus and read or view video presentation of Class Policies **Class Activities Today:** Student Introductions: major, interests in the class, preferred pronouns PPT: Intro to COM 383 | 🛂 Syllabus | 🚨 Assignments | IRB Info PPT: Terminology Roxane Gay at TedWomen 2015 (Take notes.) Discussion: What does Roxane Gay mean by "Bad Feminist?" (many meanings) Group Work: What does feminism mean to you? How do you relate to it? Assign the readings for next 2 weeks to groups (6 readings, 6 groups). They will: summarize the reading(s), compare and contrast, and share personal perspectives. "How to Read Critically and Interact with Texts" (PDF)

Continued discussion group presentations/discussions

W 1/29 TOPIC: #metoo

Is "pussy-grabbing" sexual assault? That depends on what state you're in (state laws vary), which university you attend (university policies vary). Thus begins our excursion into sex and consent and studies of feminist theory, popular media, Title IX, and State Laws—as well as actions we can take to effect change!

Assignments Due Today:

Print out readings for this class and place them in a binder as we go.

Take hand notes on your readings by marking the margins and keeping a notebook.

Reading & P Discussion Board:

"What No One Else Will Tell You About Feminism" by Lindy West

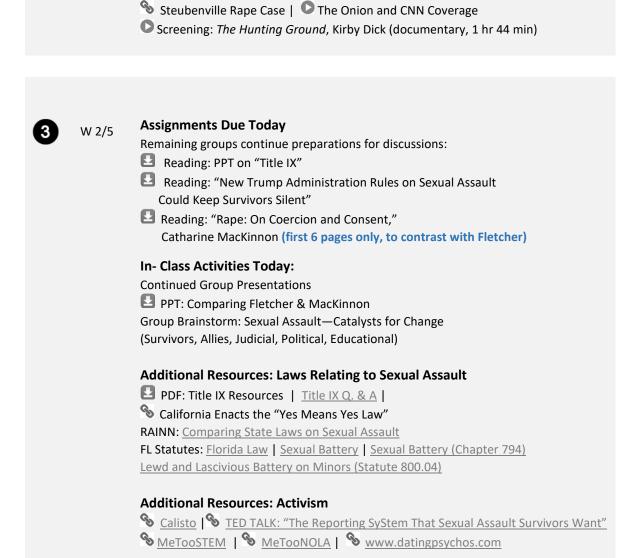
- 🛂 Reading & 🗭 Discussion Board: "Whose Body is It Anyway?" P. Fletcher
- Reading & P Discussion Board: "The Girl on the Plane" by Mary Gaitskill
- Reading: "Manufacturing Consent" by Ben Atherton-Zeman

Class Activities Today:

PPT: Sexual Violence Statistics | PPT: Interesting Sex Statistics

Group Presentations: summarizereading(s), compare/contrast, share perspectives:

Discussion of "Horizontal Violence"



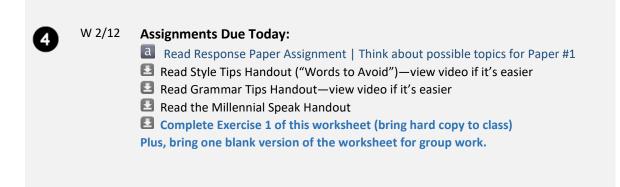
Possible Screening: The Vagina Monologues, Eve Ensler (1 hour, 17 minutes)

Possible Screenings

Consent is as Simple as Tea

NOTE: Free Segments are on YouTube.com (1-10)

Oppressed Majority, Directed by Eleanore Pourriat



In-Class Activities Today

- Worksheet group work on grammar, style, mechanics (exercise 1)
- a How to make an appointment for rough draft review during office hours
- The ACE Test: Adverse Childhood Experiences

In-class Abstract Art Exercise: Your Cultural Family Tree

- a Review Paper Assignment #1
- PPT on Critical Writing (PPT)

Class will use prompts to brainstorm, write, and share ideas for topics.

Additional Resources

- View Juliet's PPT and video on writing Process and Help (PPT | videos)
- View: Citing Outside Resources: Juliet's Scoop (video) | (OWL Lab)



W 2/19

UNIT 2: CULTURAL HISTORY & REPRESENTATION

TOPIC: Narrative Theology

Religious scholars study cultural contexts of stories to interpret meaning. The story of Bathsheba has long been a controversial one. Was Bathsheba a sinful woman who led David to fall? Did David rape Bathsheba? Were David's wives merely incidental props in a morality story meant to criticize David's acts? Why is David's viewpoint the only one told? While this is just one story, it provides an example of the many considerations researchers must take into consideration when trying to understand an ancient time that has nevertheless become ever-present in American culture today. Moving to issues surrounding same-sex partnership, is there context to consider when examining Biblical narratives? How many ways have these passages been interpreted?

Assignments Due Today

- Reading: King James Bible (or version of your choice):
 Il Samuel Chapters 11 and Chapter 12
- Reading: "Did King David Rape Bathsheba? A Case Study in Narrative Theology" by Richard M. Davidson, Andrews University Theological Seminary
- Reading: PPT: Same-Sex Partnership, Women & The Bible

Class Activities Today:

- Group 1: Tell the story of David and Bathsheba, based on the reading.
- Group 2: Did King David Rape Bathsheba, according to Richard Davidson?

What context does he bring to the story?

- *Group 3:* Considering all of the readings for this week, what Biblical passages seem to support present-day misogyny? Are there cultural contexts that seem important to consider?
- *Group 4*: What Biblical passages seem to support present-day homophobia? Discuss those passages. Is there important cultural context to consider? Explain your own religious views on this topic. (Feel free to add your own research as well).
- Group 5: What Biblical views can you find that seem to support present-day transphobia? (There are no readings on this, so you will need to do some research). Are there cultural contexts that seem to be important to consider? What are your own views on this topic?



W 2/26 TOPIC: "The Male Gaze"

John Berger traces western conventions of "nude" paintings in art history and connects them to present-day advertising practices that assume the ideal spectator is heterosexual male (even when the target audience is women). This convention subjugates female subjects to the "male gaze," through power dynamics of viewer and viewed, according to Berger.

Assignments Due At Class Time:

- Paper #1 Due (if you choose to write on Unit #1)
 Post to Blackboard and submit hard copy in class.
- Reading and poiscussion Board: "Naked and Nude," John Berger (PDF)
- Seading and Discussion Board: "How Can You Tell if You're Being Sexually Empowered or Sexually Objectified?
- Reading and **Discussion Board**: "Modesty Is Bullshit," Lindy West (PDF)"

Class Activities Today:

- "Young Women, Narcissism, and the Selfie Phenomenon"
- Cameron Russell TED Talk
- PPT: Naked and Nude | Discussion of Readings
- "Hymen 101: You Can't Pop Your Cherry"

Group Discussions: "Modesty is Bullshit." What are the main points Lindy West makes to support this statement? What support does she provide for each one? Are there important cultural contexts to consider? How might you refute each of her points if you had to, in a debate? What are your opinions about the modesty issue for yourself and your family?

Assign Group Work for Next Class

Additional Resources

- Ref: "What is the Real Link Between Selfies and Narcissism?" Psychology Today
- "Medical Metaphors of Women's Bodies," Emily Martin (PDF)
- % "What's Wrong with a Little Objectification?" Sut Jhally
- PPT: What's Wrong With a Little Objectification
- + Making Boric Acid Capsules Powder | Gel Caps

Madditional Resources: Vagina Dispatches

- 1: The Vulva 2: Stopping Periods
- 3: The Orgasm Gap 4: What You Didn't Learn in Sex Ed

SUN 3/1 2:00pm

FIELD TRIP: LakeCOMO

2:00 Meet at Lake Como Naturist Community for FREE Tour 🦠

Sign up for the Field Trip Here:

NOTE: To receive credit for this activity, you must complete the Discussion Board due in the next class.



TOPIC: The Colonial Gaze and Intersectionality

The power dynamics of the gaze is resonant in the colonial way of looking at African subjects during times of slavery—and this colonial gaze is still relevant today. It provides a transition into the topic of intersectionality: the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

Assignments Due Today:

- Nead "Race as a Social Construct," Anthropology.net (10 min)
- Nead "Race is a Social Construct, Scientists Argue," Scientific American (10 min)
- Reading: "The Significance of Sarah Baartman" (10 min)
- Viewing: Rembrandt's Bathsheba Taking a Bath
- **__Discussion Board:** Argue Rembrandt's Bathsheba or Sarah Baartman as naked, nude, or naked AND nude, using John Berger's theories.
- Read Black Sexual Politics by Patricial Hill Collins: "No Turning Back" (20 min)
- Read Black Sexual Politics by Patricial Hill Collins: "Why Black Sexual Politics?" (20m)
- Read Black Sexual Politics by Patricial Hill Collins: "No Storybook Romance" (20 min)
- Discussion Board re. Black Sexual Politics

Class Activities Today:

- a Discuss Paper #2 (if you choose to write on Unit #2)
- The DNA Journey / PPT: The Racial Fallacy / Intersectionality
- Group 1: Compare Baartman and Bathsheba as subjects and historical characters
- Group 2: Sarah Baartman and the Gaze | Bathsheba and The Gaze
- Group 3: Discuss Patricia Hill Collins' "No Turning Back"
- Group 4: Discuss Patricia Hill Collins' "Why Black Politics?"
- Group 5: Discuss Patricia Hill Collins' "No Storyboard Romance"

Guest Speaker: TBA



W 3/11 SPRING BREAK - NO CLASSES



W 3/18

UNIT 3: BODIES & PERSPECTIVES

TOPIC: Women's Health

This class examines gender-specific cultural practices related to women's health.

Assignments Due Today:

- Paper #2 Due (if you choose to write on Unit #2)
 Post to Blackboard and submit hard copy in class.
- Neading Due: "How Health Care Works Around the World"
- "The Health Care Gender Bias" (The Guardian)

Class Activities Today

GUEST SPEAKERS: To Be Announced

a Introduction to Final Project

What is IRB? And when do I need IRB approval for an experiment?

Discussion of ethnography, qualitative and quantitative research, experiments and IRB.

PPT: Cultural Practices – Women's Bodies

Labiaplasty surgery (start at 10:50)

PPT: FGM and "Vulvas With a Difference"

Additional Optional Reading

So the Path Does Not Die by Pede Hollist

S Florida Law FGM

"Minor" facelift | IIII Facelift Video | IIII Eyelid Surgery Video



TOPIC: Pornography

To say "the effects of pornography" are ______ (fill in the blank) assumes that pornography is a homogenous practice limited to specific form and content. In fact, a wide range of pornography reveals its highly varied forms. This class explores economic power dynamics and visual representation in the pornography industry, including highly exploitative practices on one hand and so-called "feminist porn" on the other. We ask the question: "Is there such a thing as empowering porn for women?" And if so, what does it look like?

Assignments Due Today:

Read: Excerpt from Getting Off:

Pornography and the End of Masculinity by Robert Jensen

Read: Interview with Madison Young,
Feminist Independent Pornographer (Huff Post)

Read: "How Feminist Porn Is Traversing the Mainstream" by S. Nicole Lane

Discussion Board: "Pornography"

Class Activities Today:

a Discuss Paper #3 (if you choose to write on Unit #3)

Guest Speaker: Vanessa (Charli) Solis

PPT: "Getting Off: Porn and the End of Masculinity" (Charli's Prezi)

Screening: Hot Girls Wanted, Rashida Jones (Netflix, 82 mm)

TED TALK: "Feminist Porn: Shifting Our Sexual Culture," Olivia Tarplin

Erica Lust Trailer 1: XConfessions Vol. II (NOT EXPLICIT)

Erica Lust Trailer 2: XConfessions Vol. II (EXPLICIT)

Additional Optional Resources:

Human Trafficking Documentary





NO CLASS: (Guest Speakers Cancelled due to COVID-19)



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W 4/8

TOPIC: Sexual Orientation (in more depth)

Assignments Due Today:

- Download the TwoSeven app (for future synchronized video viewing)
- 🛂 Read "History of Lesbian, Gay, Bisexual, and Transgander Social Movements" (5 pages)
- Read Language Warfare (Read this Snopes Story)
- Watch "Everything Asexual and Aromantic (Part 1)"

References: GLAAD Glossary | AsexualityArchive.com (anonymous blog)

Review Related Terminology in PPT (from first day)

Class Activities Today:

Presentation/discussion of LGBTQQIAAPD Social/Political Movements (We'll continue into next week's topic if there's leftover time)

Sign up for consultation times

GUEST SPEAKERS: Alexandra Salomon and Salem Wade

SAT 4/11

CONSULTATIONS: SIGN UP



Individual Consultations in Zoom.

OPTIONS: Saturday Times Sign-up | Tues/Thurs Office Hours Sign-up.

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W 4/15

TOPIC: Gender Variation

Assignments Due Today:

Paper #3 Due (if you choose to write on Unit #3). Post to Blackboard with

cover page found in assignment sheet

- Read Not Your Mom's Trans 101
- Read "When No Gender Fits"
- Read: "5 Ways Cis People Can Help Make Life Safer for Trans Folks)
- Watch Caroland "Trans Timeline" | Post-surgery Sensitivity/Response
- GoCharlie Video (Body, Mind, and Sensations After Gender Affirmation Surgery)
- Translife & Wife: Charlie Allan (skim through—it's a long video)

Class Activities Today:

Video: Raising Ryland Discussion of readings.

GUEST SPEAKERS: Milo and friends

Optional Additional Resources:

Trans Action Resource Guide

"Know Your Rights:" Transequality.org

PPT: Gender Affirmation Surgery

Read Redefining Realness, by Janet Mock: "Introduction"

Read *Redefining Realness*, by Janet Mock: Chapter 16

Read *Redefining Realness*, by Janet Mock: Chapter 17

Transgender Day of Remembrance and Visibility 2015

Audio from Redefining Realness: My Path to Womanhood, Identity, Love & So Much More, Reprint Edition, by Janet Mock



W 4/22

TOPIC: Sex Trafficking

Assignments Due Today:



Discussion Board (considering past weeks' lessons):

What is your gender? How do you define it? How does it feel? Explain. What is your sexual orientation? Explain. Do they fluctuate or are they fixed? (Or, if you prefer to be confidential, send me an email or describe someone else you know, without identifying a name).

Class Activities Today:

Discussion of your gender and sexual orientation (volunteers) **GUEST SPEAKER:**

Breanna Cole, Spokesperson for Selah Freedom, Sex Trafficking Awareness

Additional Resources:

Mel Robbinson Show: Human Trafficking



W 4/29

a FINAL PRESENTATIONS

Take-Home Test Due (hard copy stapled + upload to Bb) **Classroom Survey Completion Receipt Due for Participation**

(forward the email proof of participation to juliet.davis@ut.edu)

Note: If you are absent during the session in which you are not required to present, 10% will be deducted from your final presentation. Please be respectful to your classmates and learn from their presentations.



W 5/6

FINAL PRESENTATIONS

Note: If you are absent during the session in which you are not required to present, 10% will be deducted from your final presentation. Please be respectful to your classmates and learn from their presentations.

This syllabus is subject to change.