Syllabus – Summer Session II
July 10, 2017 to August 11, 2017

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Program Information
This course fulfills UConn General Education Content Area and Competency requirements for the Social Sciences and Diversity and Multiculturalism. This course is also required for the WGSS major.

Course and Instructor Information
Course Title: Gender & Sexuality in Everyday Life
Credits: 3
Format: Online
Prerequisites: None

Professor: Timothy R. Bussey, M.A.
Email: timothy.bussey@uconn.edu
Office Hours/Availability: I will have online office hours via the “Virtual Office Hours” tab from 3pm to 4pm on Tuesdays and Thursdays, if you would like an immediate response. Otherwise, I will respond to email messages within 24 to 48 hours.

Course Materials
Texts are available through a local or online bookstore of your choice, and course materials should be obtained before the first day of class. The UConn Bookstore carries the required text(s), which can be shipped (fees apply).

Required Materials:

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources.

Course Description
“How gender, sex, and sexuality are woven into systems of difference and stratification that shape everyday life. Examines these processes in the family, education, work, and politics with sensitivity to the diversity of individual experiences across class, racial ethnic groups, cultures, and regions. Provides experience in introductory research methods to analyze the social construction and structural organization of gender and sexuality. CA 2. CA 4.” For more information, visit: http://catalog.uconn.edu/wgss/

This course provides an introduction to the field of Women’s, Gender & Sexuality Studies (WGSS)
primarily within the U.S. As with any field of study, WGSS revolves around a core set of concerns, questions and sets of knowledge. While many think that “women’s studies” is simply the study of women, it is more accurate to think of it as concerned with broad questions of gender, equality, and justice. In the last three decades, WGSS has changed higher education and research, impacting nearly all areas of study. This is because gender is everywhere and must be considered in all disciplines – from history to biology to education. No matter what your major or career goal, you will be able to take things from this course and apply them in smart and interesting ways. We will explore several topics central to WGSS, including the social construction of gender/sex/sexuality, body politics, health, family, work, culture, violence, the law, systems of oppression, and activism. WGSS is constantly evolving and we will look at some historical changes and controversies as well as new areas of study.

This is an interdisciplinary course so we will explore these topics through different kinds of texts (essays, academic articles, poetry, performance, and documentary film). Our goal is to develop informed, insightful questions and tools for critical thinking. We will learn to use the theory we study to analyze our own experiences and think broadly about structures of power and knowledge, identity and representation, change and resistance. The goal for this course is for you to have a positive class experience learning, sharing, questioning and evolving.

**Course Objectives**

*By the end of the semester, students should be able to:*

1. **Identify** the major questions which animate the field of Women’s, Gender, & Sexuality Studies.

2. **Recognize** concepts such as sex, gender, gender identity, sexuality, sexual orientation, essentialism, social construction, oppression, sexism, racism, misogyny, heterosexism, transphobia, feminism, privilege, and ideology.

3. **Build** critical analytic skills by learning to ask questions including “where are the women/gender non-conforming/transgender, LGB+ people/people of color/people with disabilities, etc.”—i.e. what people are not in the room and what are the consequences of that absence?

4. **Describe** how interlocking systems of oppression operate and **identify** how it is possible to be both subordinated and advantaged in that matrix.

5. **Examine** processes of social construction, i.e. how people are gendered, raced, classed, and so forth. To begin to recognize these processes as political rather than as “natural.

6. **Analyze** how socio-political categories function so that you can analyze how gender, or any other category, means different things and has different consequences depending upon time, place, and what other categories are in play.

7. **Develop** your skills and confidence in articulating your ideas verbally and in writing.

**Course Outline**
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<th>Modules</th>
<th>Dates</th>
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<td><strong>Course Orientation</strong>: Important Terms and Definitions</td>
<td>Monday, July 10 to Thursday, July 13</td>
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<td><strong>Module 1</strong>: Feminist Theories and Constructions of Difference</td>
<td>Monday, July 10 to Sunday, July 16</td>
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<td><strong>Module 2</strong>: Media Literacy and the Power of Imagery</td>
<td>Monday, July 17 to Sunday, July 23</td>
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<td><strong>Module 3</strong>: Social Institutions and Perceptions of Inequality</td>
<td>Monday, July 24 to Sunday, July 30</td>
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<td><strong>Module 4</strong>: Gender, Sexuality, and ‘the Political’</td>
<td>Monday, July 31 to Sunday, August 6</td>
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<td><strong>Module 5</strong>: Diversity, Empathy, and Ally-ship</td>
<td>Monday, August 7 to Friday, August 11</td>
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**Course Requirements and Grading**

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<td>Syllabus Quiz</td>
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<td>Student Profiles Assignment &amp; Discussion</td>
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<td>Orientation Quiz: Terms &amp; Definitions</td>
<td>10</td>
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<tr>
<td>Discussion Posts</td>
<td>25</td>
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<tr>
<td>Digital Media Project (TED Talk Project)</td>
<td>25</td>
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<tr>
<td>Final Exam</td>
<td>30</td>
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<td>Total</td>
<td>100</td>
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*See the Course Schedule for all assignment due dates.

**Quizzes | 15% total**

There will be two total quizzes in this course:

1. Syllabus Quiz - The syllabus quiz will be a brief quiz that serves two primary purposes: 1) ensuring that students know the expectations of the course and 2) familiarizing students with the HuskyCT platform. The syllabus quiz must be completed by Thursday, July 13 by 11:59pm.

2. Orientation Quiz: Terms & Definitions – The orientation quiz covers major concepts, terms, and definitions from the Important Terms and Definitions folder in the Course Orientation Module; this quiz ensures that students have the foundational knowledge required to succeed in the course.

**Student Profiles Assignment & Discussion | 5%**
For this assignment, you will provide me with some information about yourself. Please note that I will provide two documents that you will download in order to successfully complete this assignment in HuskyCT.

The Student Profiles will consist of two parts:

Part 1 - Submit your answers to the Student Profiles Document in the Assignments area in HuskyCT.
Part 2 - Submit a revised portion of your Student Profiles Assignment and share it with others in the Student Profiles Discussion Board, so that we can begin to build a class community on our site.

*See further details for the Student Profiles Assignment in the Important Terms and Definitions folder in the Course Orientation Module in HuskyCT.

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**Important:**

The Syllabus Quiz, Orientation Quiz, and the Student Profile Assignment & Discussion are mandatory. None of your work will be graded (from the other modules) until you have completed these three graded activities by the due date.

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**Discussion Posts | 25%**

**HuskyCT Group Discussion Posts/Threads:**

There are three total discussion weeks for the course as noted on the course schedule, and each of these discussions should contain your initial post on the reading and/or films, as well as a minimum of two responses/commentary to other classmates’ discussion posts/threads in your group. In short, each discussion will have one, single-authored post from you, as well as two substantial responses/comments that you provide on the posts of at least two other classmates’ posts. While I do not expect an active participant to ‘know everything’ or contribute a tome each week, class members are expected to provide significant and meaningful dialogue during the discussion thread period.

During the first week (in Module 1), you will sign yourself up to a discussion group. There are five discussion groups with a max of 5 students per group. Additionally, a sign-up sheet will be provided in HuskyCT on a first come, first serve basis to join a group.

**Discussion Group Names:**

1. The Lavender Menace
2. The Gulabi Gang
3. Third World Women's Alliance
4. The Kitchen Table Press
5. The Guerrilla Girls

**Group Discussion Guidelines:**

You are required to post in the Group Discussion Boards in HuskyCT in response to the readings and/or the films we watch each week in your respective groups. There is a required post for each of the three discussion weeks, as well as two required responses for each of the three discussion weeks.

**For Modules 1, 2, and 3:** Your personal entry/post for readings and films are due on Thursdays in HuskyCT by 11:59pm, and your responses/commentary to two classmates within your discussion group are due by Sundays in HuskyCT by 11:59pm.
For Modules 4 and 5: We will not have mandatory discussion posts/threads for these weeks. Instead, these will be optional, so that you may use the extra time to work on your digital media project and final exam, respectively.

For all Discussions: Your personal posts should be no less than 300 words! Your response posts to classmates should each be no less than 100 words.

Digital Media Project (TED Talk Project) | 25%

You will create your own TED Talk on one of the subjects relevant to the content of this course or a related topic/issue of interest. You will record your TED Talk and upload it to HuskyCT under the appropriate tab by the end of Module 4 (i.e. no later than Sunday, August 6 by 11:59pm). In executing this assignment, you will need to teach yourself how to effectively get your point across in 10 to 15 minutes. You may use powerpoint slides or some other form of content in the background as you speak if you wish; however, please note that this is not required.

When deciding the content of your TED Talk, you will want to draw upon other relevant sources to showcase your knowledge about an issue relating to gender and sexuality in everyday life. You may speak about a topic/issue mentioned in the course and review/reiterate this knowledge. Alternatively, you may speak about a topic/issue that we have not directly mentioned in this class but that is of interest to our goals of discussing gender, sexuality, and other social identities in the context of systems of privilege and marginalization.

For tips and best practices on public speaking, please watch this video by Chris Anderson: https://www.ted.com/talks/chris_anderson_teds_secret_to_great_public_speaking

*More instructions will be provided in HuskyCT in regard to the technology required for this assignment.

Final Exam | 30%

Your final exam in the course will be an un-timed, cumulative exam, and it will consist of multiple choice, fill in the blank, and short answer questions. The purpose of this exam is to allow you to demonstrate your knowledge about the ways in which gender and sexuality are affected in everyday life. As with all other aspects of the course, this exam will be administered via our HuskyCT platform. Additionally, you may enter and exit the exam as many times as you wish, so long as you do not submit it. Please note that this exam is open book and open notes, so you may consult your course materials as needed; however, you are not permitted to work on the final exam with any other students in the course.

You will only have one submission attempt for the exam. Finally, the exam will be open for the duration of Module 5 (i.e. from Monday, August 7 to Thursday, August 11). Please note that the final exam must be completed by Friday, August 11 by 11:59pm.

Final Course Grading Scale:

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<tr>
<th>Grade</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<td>87-89</td>
<td>B+</td>
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<tr>
<td>83-86</td>
<td>B</td>
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<td>80-82</td>
<td>B-</td>
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<td>77-79</td>
<td>C+</td>
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<td>73-76</td>
<td>C</td>
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</table>
Due Dates and Late Policy:
All due dates are identified in the course schedule and in HuskyCT. Deadlines are based on Eastern Standard Time (EST); if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

Late or Missing Work:
Assignments are due as indicated above or announced in our HuskyCT site. Late assignments will be docked by 10% for each day they are late, as it is not fair to your classmates for you to take extra time on an assignment. I do not accept emailed assignments for this course, given that we are hosting the course through UConn’s E-Campus/HuskyCT platform. For your protection, keep a file of all your graded work in case any questions arise about an assignment or grade, but please note that HuskyCT will catalog these for us as well.

Feedback and Grades:
I will make every effort to provide feedback and grades within 4 days of an assignment being turned in. To keep track of your performance in the course, please refer to the “My Grades” tab in HuskyCT.

Student Responsibilities and Resources
General Information:
As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include some of the following: The Student Code; Academic Integrity; Resources on Avoiding Cheating and Plagiarism; Copyrighted Materials; Netiquette and Communication; Adding or Dropping a Course; Academic Calendar; Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships; Sexual Assault Reporting Policy; and more.

Academic Misconduct:
“Academic misconduct includes, but is not limited to:
- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor
- Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research
- Plagiarism
- Doing academic work for another student
- Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors
- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation”

Instructor sanctions regarding academic misconduct: Any form of academic misconduct on any

1 http://community.uconn.edu/academic-integrity-undergraduate-faq/
assignment in this course will result in failure of the course.

More information on UConn's policies and/or resources available in regards to plagiarism, student ethics, and integrity is available at: [http://www.community.uconn.edu/student_code_appendixa.html](http://www.community.uconn.edu/student_code_appendixa.html) and [http://www.community.uconn.edu/uconn_creed.html](http://www.community.uconn.edu/uconn_creed.html)

**University Statement on Title IX and Sexual Assault:**

“Title IX is a federal law that prohibits discrimination based on the sex (gender) of employees and students of educational institutions that receive federal financial assistance. Title IX’s prohibition of sex discrimination includes prohibition of sexual harassment and sexual violence. Sexual harassment is unwelcome conduct of a sexual nature and can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, including rape and sexual assault.

The University of Connecticut does not tolerate sex discrimination, sexual harassment or sexual violence of any kind. This prohibition is further explained in the University’s Title IX Notice. To ensure compliance with Title IX and other federal and state civil rights laws, the University has designated Elizabeth Conklin as the University’s Title IX Coordinator. Elizabeth is charged with monitoring compliance with Title IX and ensuring that reports of sex discrimination, sexual harassment and sexual violence are investigated and addressed by the University.

Any student, faculty, or staff member with questions or concerns about the applicable University policies or who believes that he or she has been the victim of sex discrimination, sexual harassment, or sexual violence is encouraged to contact the University’s Title IX Coordinator. Individuals with questions or concerns about violations of the Student Code specifically should contact the Office of Community Standards and also may want to review the Office of Community Standards’ Sexual Assault Page.”


**Americans with Disabilities Act (ADA) Statement:**

“The University of Connecticut is committed to achieving equal educational and employment opportunity and full participation for persons with disabilities. It is the University’s policy that no qualified person be excluded from consideration for employment, participation in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subjected to discrimination with regard to any University program or activity. This policy derives from the University’s commitment to nondiscrimination for all persons in employment, academic programs, and access to facilities, programs, activities, and services. A person with a disability must be ensured the same access to programs, opportunities, and activities at the University as all others. Existing barriers, whether physical, programmatic, or attitudinal must be removed. Further, there must be ongoing vigilance to ensure that new barriers are not erected.

The University’s efforts to accommodate people with disabilities must be measured against the goal of full participation and integration. Services and programs to promote these benefits for people with disabilities shall complement and support, but not duplicate, the University’s regular services and programs. Achieving full participation and integration of people with disabilities requires the cooperative efforts of all of the University’s departments, offices, and personnel. To this end, the University will continue to strive to achieve excellence in its services and to assure that its services are delivered equitably and

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efficiently to all of its members.

Anyone with questions regarding this policy is encouraged to consult the Office of Institutional Equity (OIE). The office is located in Wood Hall, Unit 4175, 241 Glenbrook Road, Storrs, Connecticut 06269-4175, telephone, 860-486-2943.\(^3\)

More information on UConn’s policies and/or resources available to students in regards to ADA is available at: [http://equity.uconn.edu/accessibility/](http://equity.uconn.edu/accessibility/)

Additionally, the University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, 860-486-2020 or [http://csd.uconn.edu/](http://csd.uconn.edu/).

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](http://blackboard.com))

Software/Technical Requirements
(with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- **HuskyCT/Blackboard** ([HuskyCT/ Blackboard Accessibility Statement](http://blackboard.com), [HuskyCT/ Blackboard Privacy Policy](http://blackboard.com))

- **Adobe Acrobat Reader** ([Adobe Reader Accessibility Statement](http://adobe.com), [Adobe Reader Privacy Policy](http://adobe.com))

- **Google Apps** ([Google Apps @ UConn Accessibility](http://google.com), [Google for Education Privacy Policy](http://google.com))

- ***Microsoft Office** (free to UConn students through [uconn.onthehub.com](http://uconn.onthehub.com)) ([Microsoft Accessibility Statement](http://microsoft.com), [Microsoft Privacy Statement](http://microsoft.com)) - You can access MS Word products via [UConn SkyBox](http://uconn.onthehub.com).

- Dedicated access to **high-speed internet** with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

* Please note that this course has NOT been designed for use with mobile devices.

Help

[Technical and Academic Help](http://policy.uconn.edu) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](http://blackboard.com). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](http://policy.uconn.edu). You also have [24x7 Course Support](http://policy.uconn.edu) including access to live chat, phone, and support documents.

Minimum Technical Skills

*To be successful in this course, you will need the following technical skills:*

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.

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\(^3\) [http://policy.uconn.edu/2011/05/24/people-with-disabilities-policy-statement/](http://policy.uconn.edu/2011/05/24/people-with-disabilities-policy-statement/)
● Work within two or more browser windows simultaneously.
● Open and access PDF files.
● Record video file and upload it to online site.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

**Evaluation of the Course**

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

**Additional Information**

Please notify me immediately via email or in person about any concerns that you may have about the course content, your progress in the course, or any other type of concern. I have an open door policy and will make a concerted effort to assist you throughout the course.