Department of Women’s and Gender Studies

Spring 2016

Undergraduate Course Offerings

For questions about permits, course registration, and degree requirements please make an appointment to see your academic advisor by visiting http://usfweb.usf.edu/escheduler/student.aspx.
Our understanding of the past is transformed when considered through women’s experiences. This course reexamines U.S. History through the lived experiences of women from the late 1800s to the present, providing alternate conceptions of what and whom constitutes “the U.S.,” and thus “U.S. history.” While we will identify common experiences between different groups of women, we will also notice the differences and divisions among them. We will highlight how women’s identities cannot be separated along lines of gender, race, and class, but intersect to form unique and distinctive experiences.

We use novels and autobiographies, like Shanghai Girls and The Sweeter the Juice; films, like La Operación and The Pill; as well as poetry, websites, letters, speeches, and even Dr. Seuss comics to examine: Woman Suffrage, Florida Women Making Change, Angel Island Immigration Experiences, Chinese California, Japanese American Internment, Reproductive Injustice, Hawaiian Sovereignty and Colonization, Queering Native America, Mixed Race Inheritance and Self-Making, and September 11th.

We further investigate how a variety of women have created and responded to shifting and contested cultural, political, and social discourses and events. Positioning ourselves as both students and scholars, we link the historical journey of American women to current social and political conditions surrounding contemporary experiences, like voter identification mandates, immigration debates, and the impact of 9/11.
Let’s talk about sex!

Mainstream America is awash in mixed and often conflicting messages about sex. On one hand we are bombarded by sexually explicit imagery, yet there is a conspiracy of silence when it comes to having frank, honest discussions about sex. In this class we will begin to delve into and pull apart notions about sex and gender from historical, social, cultural, political, and biological perspectives in an effort to create a holistic and interdisciplinary paradigm that more accurately encompasses human experience.

We will touch on topics such as: sexual response, double standards, gender vs. sex, gender roles, masculinity, heteronormativity, gender non-conforming, birth control, sexually transmitted infections, sexy safer sex, sexual expression and variation, and sexual violence/coercion. In addition to spirited discussions, there will be in-class activities, role playing, and videos that will have you hungry for more!

Think of it as the sex education class that you only wish you would have taken in high school… only a lot more fun and thought-provoking! Upon completion, students will have the tools and knowledge necessary to make informed choices about their sexual health. This class also meets the FKL requirement for Social and Behavioral Science.

DID YOU KNOW…

• Not all gays and lesbians are in favor of same-sex marriage?
• The fight for gay rights can be traced all the way back to the 1800s?
• That “queer” is not necessarily a synonym for lesbian and gay?
• That Florida may be on the vanguard of the transgender rights movement?

LGBTQ stands for lesbian, gay, bisexual, transgender, and queer. And with LGBTQ people and issues in the news, in movies and books and on television, at the center of medical debates and legal battles, and central to discussions of religion, education, and politics – in fact, in all areas of life, never has the time been more important for thinking about the history, context, and future of these identities. In this class, we are going to explore the experiences of people who identify as lesbian, gay, bisexual, transgender and/or queer (LGBTQ) in the U.S. and how those experiences are shaped by other individuals (like friends and family), the government, popular culture, the law, medical and healthcare discourses, and more.

Using primary and secondary texts as well as music, film, & literature, we will

• trace a general history of LGBTQ people in the U.S.,
• locate and analyze moments of personal and political cooperation and conflict in that history, and
• recognize how race, class, religion, and other axes of identity inflect LGBTQ identities.

This course is, of course, open to USF students of any sex, gender, or sexual orientation! Although a basic interest in these issues is assumed, there is no prerequisite for this course. Any questions, please email Dr. Wendland at miltonw@usf.edu.
In this course we develop critical frameworks for thinking about sex, gender, and sexuality. What do these words mean? Are these things “natural” or might they vary by person and time and place? Do our go-to ideas about sex, gender, and sexuality fit all experiences? What other ways of thinking about sex, gender, and sexuality exist – in our culture and in other cultures? Do sex, gender, and sexual orientation matter or are we all “just human?” What roles have feminist movements and gender justice movements played in advancing these questions? And what do we make of the backlash that says “feminists are man-haters” or that “real men don’t cry?” In what ways do gender norms control us all? We also think about the ways that sex, gender, and sexual orientation are constructed and institutionalized – in our friendships and love lives, in our families and kin networks, in our schools and workplaces, in pop culture and politics, and in our culture more generally.

Among the issues we might explore are ongoing debates concerning public and private, the value of feminism and gender justice movements, equality and difference, and the intersection of gender with other axes of identity like class, religion, and race. This course is foundational if you’re going into education, medicine, law, social welfare, journalism, parenthood, or any other career that involves… Wait for it…! Wait for it…! Working with humans! Why? Because all humans have some relationship to sex, gender, and sexual orientation themselves and in our society.

This course draws heavily on the notions that the personal is political and that the political is personal, connecting theory and academic thinking with “real life” and requiring that students become adept at doing the same.
We are our environments. We concurrently create, consume, and are consumed by the images and messages about difference that bombard us every day. In Women, Environment, and Gender, students excavate and analyze their individual and collective experiences of sex, gender, race, socioeconomic status, sexuality, dis/able-bodiedness, age, and nationality in and through the lenses of the very environments we create and perpetuate. Students accomplish this all while having this multisensory, multimedia 100% online class count as an Exit Requirement Major Works, an FKL Natural Science (NS) Life Science core, and/or an Environmental Policy Concentration course!

In WST 3324, students will learn course content ranging from feminist and critical race theories to environmental and socioeconomic oriented scholarship, and from historically situated narratives to literature centered on difference, and apply it to their life experiences. Through these reflective and reflexive applications, students will illustrate in their course assignments how theory and practice inextricably coalesce in Women’s and Gender Studies. This 100% online learning experience will give students the rare opportunity to discover strategies of resistance and subversion while gaining tools that will empower us to positively change our environments, to create a brighter 21st century for all. Join us on this journey of a lifetime!

As part of the USF’s Foundations of Knowledge and Core Learning Curriculum, this course is certified as an Exit Requirement Major Works course, FKL Natural Science (NS) Life Science core course, and Environmental Policy Concentration course.

WST 3324:
Women, Environment, & Gender

Zoe DuPree Fine, M.A.
Offered completely online (CRN 19566)
WST 3412: Women in the Developing World

Sabah Uddin, Ph.D.
Mondays and Wednesdays, 12:30—1:45 PM (CRN 12285)

This course presents a cross-cultural study of women’s lives in the global developing world by analyzing the ever changing roles, opportunities and expectations of women and men in the Global South as their societies encounter change associated with development, and the resultant impact this has on gender relations and power. Students will explore the economic, cultural and political forces affecting women’s lives in comparative contexts, the interconnection between gender, development and social reconstruction in various regions in the world and investigate how women’s participation in social movements articulate the desire for equality.

This course is rooted in an interdisciplinary approach and is intended for students to understand the differences between the lived experiences of women in these societies, to recognize the intersections of identity based on race/ethnicity, religion, class, gender and citizenship in a transnational context and to develop an awareness of global women’s issues.
Writing by women of color is one of the primary ways that formerly marginalized and silenced voices find space for public expression. Whether women took to diaries, journals, scraps of paper, magazines, poetry, or the novel, women have taken up their pens to write and allow readers of all ages to enter into the sacred space of thought-sharing.

In this course, we will celebrate the opportunity for women to find their literary voices in diverse, intriguing, and enlightening forms.

Using novels by Louise Erdrich, NoViolet Bulawayo, Chimamanda Adichie, Sandra Cisneros, Toni Morrison, and Edwidge Danticat, we will read, discuss, and analyze the writing of women of color as a form of active resistance to hegemony, racism, sexism, and silencing. Some of the questions we will explore include, what are the similarities between women of different ages, classes, and ethnic backgrounds, how is writing a form of liberation, and what images do female writers offer of their experiences. This course is largely discussion-based, so diverse voices are welcome to join the conversation.

As we explore familiar and unfamiliar voices, there will be opportunities for strengthening the connection between what we read, how we feel, and how we understand the world in which we live. There will be moments of amusement, but also moments of profound sadness, as we trace the journeys of women over time, space, and place.

This course satisfies the exit FKL and Gordon Rule requirements.
Think you know all about the history of feminism in the US? Yeah, it was about those white women who wanted to vote, right? And those unhappy housewives who wanted to work, right? Well...

In this class we use visual art, music, creative writing, videos, websites, and articles to re-examine how people have made feminism in the US over the past 120 years. We don’t begin with white, middle-class, heterosexual, able-bodied women and then add in “everyone else.” Instead, we begin at, and focus on, the margins; units include: African American, Chicana, Native American, Asian American, and Arab American ethnic/racial lineages; coalitions and sisterhoods; the transgender debate; feminist disability studies; everyday feminisms; and immigration as a feminist issue.

Learning about such a diverse history of feminism encourages students to consider where they fit into all of it, and for one of our major assignments, students will research and construct a timeline of what they define as their feminism.

So if you’ve ever wished that you could listen to songs by Bessie Smith and Tracy Chapman for homework, then this is the class for you. If you’ve ever wondered how all that past activism is relevant to you today, then this is the class for you. If you’ve ever wanted a funny professor and class meetings that are anything from boring, then this is the class for you!

Jessie Turner, Ph.D.

Mondays and Wednesdays, 2—3:15 PM (CRN 17641)
What factors inform and mitigate women's health? How might taking sex, gender, sexuality, race, class, nation, age, and ability seriously as co-constitutive categories of analysis enhance understandings of women's health and approaches to health policy? How do issues such as access to health care and insurance, structural inequalities, nutrition, reproductive status, genetic and environmental factors, technology, consumer beauty culture, globalization, security, and violence affect health? And what roles does women's health play in the making of identities, nations, social movements, history, culture, politics, economics, and society?

This course will use interdisciplinary, intersectional, transnational, and cross-cultural frameworks to investigate several dimensions of women's health, and will address historical, sociological, empirical, biological, and feminist perspectives. Topics covered include: history and biology of sex and gender; medicalization of health; history of women as healers and the women's health movement; intersex; transgender; developmental systems theory; and health disparities.

Daily class sessions will be focused on learning how to critically analyze a variety of texts—scholarship from various fields, as well as materials from popular culture, literature, and film—from a wide range of disciplinary and interdisciplinary perspectives. In addition to providing an overview of women's health as a field of inquiry, the goal of this course is to help you develop the essential critical thinking skills necessary for succeeding in undergraduate studies.
When one thinks of Black feminism, one should automatically conjure memories of the Combahee River Collective statement which defines Black feminism as a "logical political movement to combat the manifold and simultaneous oppressions all women of color face." However, before the Combahee River Collective developed this statement, Black women were practicing Black feminism, albeit without a name. From Harriet Tubman in the mid-1800s to Anna Julia Cooper in 1892 to Ida B. Wells-Barnett in the early 1900s to Zora Neale Hurston in 1937 to scores of women since (from womanism to the advent of the Black Lives Matter movement), Black women have been self-defining their feminism, autonomy, and liberatory perspective.

In this course, we will use conventional and unconventional texts to explore, define, and analyze the diversity of Black feminism and contribute to a nuanced, but expansive, view of Black womanhood and the pursuit of intellectual, emotional, mental, and physical freedom.
WST 4930: Feminist Media Studies

Kim Golombisky, Ph.D.
Fridays, 11 AM—1:45 PM (CRN 14707)

Bring your lunch and join us on Fridays to explore the ways popular culture, technology, political economy, and intersectionality converge across production, representation, and consumption. Also known as race/class/sexuality/gender and the media, this course covers topics such as visual regimes, scopophilia, and the oppositional gaze. We’ll look at representation and appropriation from symbolic annihilation to fetishization. Then we’ll queer audience studies from fan culture to slash fiction. We’ll also examine ideas about social justice and responsibility from free speech, citizenship, and privacy to sexting and celebrity. There are aliens, monsters, super heroes, and “The Final Girl” on the syllabus, too. The class will begin at the beginning of 20th century critical media studies to cover the classics and end up at contemporary culture jamming and pranking. We’ll consume, critique, and by the end of the semester produce some of our own feminist and queer media. There is no textbook to purchase, and we only meet once a week. Don’t forget to pack a snack.
What the heck is an internship?!

- Do you ever wonder, "What will I do with a WGS degree?!"
- Do you want some real world experience putting your WGS knowledge into action?
- Do you want a rockin’ resume when you start applying for jobs or graduate school?

A WGS Internship is your chance to connect your educational experiences with feminism and social justice in a professional business and non-profit environment beyond the classroom. Um. Okay. What does that mean?

It means -- You’ll work on-site with a local organization for the entire semester -- earning 1-3 hours of academic credit that count toward your degree and toward graduation (oh yeah!), contributing to the success of our communities (um social justice for the win!), and gaining valuable skills for your own career (skills to pay the bills!) -- all within the context of a feminist and social justice framework. Yeah, that's right! REAL WORLD experience with a FEMINIST flavor!

And best of all, the internship is keyed to YOUR specific career interests and skills, with Dr. Wendland helping you along the way to sort your internship experiences into valuable job skills. And don't worry! A moment of frustration can become a key skill on your resume. If you find out that "Ew, yeah... I don't like working with children after all," then that helps us discuss your job search. Regular check-in chats with Dr. Wendland keep the whole experience focused on your success.

WGS Interns have made connections with important Florida politicians, lobbied the state legislature, assisted with ACA “Obamacare” education, written sex-positive blogs, become trained self-defense instructors, done art therapy with young girls, organized food banks, developed outreach presentations for young voters, assisted Latino/a immigrants, web designed for a sexual assault crisis center, and more. And here’s the thing – THOSE experiences help YOU meet the CONTACTS you need on the job market!

To learn more (even if you’re still not quite sure what an internship is!), drop Dr. Wendland an email at miltonw@usf.edu
ANT 4302: Gender in Cross-Cultural Perspective
The course examines roles of women, men, and other genders, and social, economic, and political aspects of sex and gender, from a bio-cultural viewpoint, with emphasis upon non-Western societies and cross-cultural comparison. Examples are drawn from different societies widely separated in space and time, and from all the subdisciplines of anthropology (biological and cultural, including archaeology). The latest theoretical issues in gender research and feminist (and other) anthropological theory are emphasized. Near the end we will refer briefly to the modern world and western culture as it could evolve. We will emphasize the dimensions of critical thinking and inquiry-based learning, changing historical perspectives, and human and cultural diversity around the globe.

COM 4030: Women and Communication
Mondays and Wednesdays, 9:30—10:45 AM (CRN 12333)
Mondays and Wednesdays, 11 AM—12:15 PM (CRN 15486)
Tuesdays 6:30—9:15 PM (CRN 15490)
Tuesdays and Thursdays, 2—3:15 PM (CRN 15487)
Women use various forms of communication to explore, express, and represent aspects of their lived experiences; likewise, women are constituted via various communicative processes. Our main goal is to gain an understanding of these processes and the ways in which they shape and challenge women’s experiences and identities. To do this, we will examine theoretical and literary texts by and about women. The subject matter of the texts with which we engage will vary, but you will find that they are comprised of variables (e.g., race, class, gender, and sexuality) that have been and continue to be of central importance to the lives of women today. A base of feminist theory will support our quest for understanding. This course focuses specifically on the identities, experiences, and communication of women. It is not designed, and thus will not attempt to give a neutral, universal, or enduring view of communication generally or gendered communication specifically.

COM 3051: Analyzing Culture and Media: Analyzing Blackness in Hip Hop Culture
Mondays and Wednesdays, 9:30—10:45 AM (CRN 14840)
Students will apply theories of media and media industries to investigate relationships among culture, media, representation, and democracy. Students will analyze “real” and imagined representations of blackness from Jim Crow to Jay-Z, and become versed in research about postrace, new minstrelsy, and hip hop culture from the post-civil rights generation. Assignments will include in-class group projects, online quizzes, 2 exams, and 1 presentation about a recent film.
Cross-listed Courses

**COM 3413: Communication and Visual Culture**  
Mondays and Wednesdays, 11 AM—12:15 PM (CRN 23138)  
Students will learn concepts, cultural criticism, and interpretive approaches that inform hip hop feminism, and explore cultural and rhetorical implications of visual practices in aesthetic, political, and social arenas. Students will analyze media representations and evaluate modes of activism, affect, and art performed by women who comprise the hip hop generation. Assignments include in-class projects, a final research paper, and group music video analyses.

**HIS 3930: Gay and Lesbian U.S. History**  
Tuesdays, 6:30—9:15 PM (CRN 23096)  
Using the method of social history and cultural studies, this course looks at the changing social organization and cultural meaning of same-sex relations in the United States. Starting with the native American notion of two-spirited individuals, we will examine same-sex relations before and after the development of the concept of a homosexual identity. Moving into the twentieth century, we will look at what economic, social, and discursive factors led men and women attracted to members of their own sex to begin to think of themselves as constituting a distinct minority. We'll look at the rise of urban gay neighborhoods, the history of gay political organizing, media representations of the community, and the impact of the AIDS epidemic. Students will be evaluated through several short papers and in-class essay exams. They will get an opportunity to use the growing LGBT archival collection in the USF Library’s Special Collections.

**LIT 3383: The Image of Women in Literature**  
Tuesdays and Thursdays, 9:30—10:45 AM (CRN 23102)  
Tuesdays and Thursdays, 3:30—4:45 PM (CRN 23101)  
In this course you will be assigned a range of readings that incorporate or critique various images (or representations) of women. We will explore how writers have represented women, and how such constructions both reflect and shape (gendered) history. We will focus on how certain historical and/or literary representations of women have been resisted and revisioned by 20th/21st-Century women writers. Major topics to be explored include not only issues of gender, but also of race, class, and ethnicity, as well as other political and cultural/social implications of particular texts. You will be reading for analysis and discussion, and will be expected to become involved in the open-minded, thoughtful, critical exploration of selected literature. You will be asked to produce writing that exhibits rigorous inquiry along with exact observation of the texts being studied. While much of the class will be conducted through lecture and class discussion, you will possibly participate in group activity and study, and will be expected to give informal oral presentations. Appropriate class participation will be an important component of the course.
Cross-listed Courses

SYA 4930: Sociology of the Body
Tuesdays and Thursdays, 2—3:15 PM (CRN 16820)
We don’t usually think of our bodies as social spaces, instead focusing on their chemistry and biology -- the properties that reshape them and keep them alive. However, bodies share a strong, reciprocal relationship with society. Think about it: When does life begin? What rights do parents have over the vaccinating their children? Is fatness detrimental to society? Can a person change their gender? Or even their race? If matters of the body and embodiment, health, gender, race, disability, or age interest you, then you should consider enrolling in Dr. Toothman’s Sociology of the Body course this spring. In this reading-and-discussion-based class, students explore how bodies fit (and don’t fit) in society. The course draws from several areas of sociological research, including gender, race, sexuality, aging, disability, social psychology, and health. In this class, we will examine the impact of social structure and institutions shaping bodies (our physical bodies), embodiment (how we experience our bodies), and our perception/reception of bodies from conception through death.