DEPARTMENTAL COURSE DESCRIPTION

This course looks at how female sexuality and subjectivity is experienced, understood, represented and theorized across a range of disciplines; these may include art, literature, media, psychology, anthropology, sociology, biology and medicine. It explores how female sexual desires, practices and identities are shaped in relation to individual, cultural and social meanings of female sexuality. No prerequisites. 3 hours, 0.5 course

DETAILED COURSE DESCRIPTION
This course looks at how female desire, sexuality, and subjectivity are experienced, understood, represented and theorized historically as well as in contemporary society. It is organized into four units: the first unit will establish a theoretical as well as a historical basis to understanding desire, sexuality, and subjectivity. Concepts such as discourse and hegemony will be used to help navigate desire. The second unit will explore psychoanalytic and feminist theory. We will then turn to female desire, sexuality, and subjectivity in contemporary popular culture specifically television, music, fiction, and pornography. The final unit will explore desire in every-day life through examining developments in contraception and reproductive activism, as well as current sexual trends including hookup-culture and online dating. The course will explore how female sexual desires, lived experiences, and identities are shaped in relation to individual, cultural, and social meanings of female sexuality. Core course questions include: what is desire? How have understandings, representations, theory, and lived experiences of female desire, sexuality, and subjectivity changed and remained the same over time and location? How do axes of race, gender, class, culture, religion, location, and time impact how female desire, sexuality, and subjectivity are experienced, understood, represented and theorized? What does our interdisciplinary approach reveal about the nature of desire, sexuality, and subjectivity? How do people experience desire and articulate their sexual selves?

**COURSE OBJECTIVES**

The objectives of our course are as follows:

1. to engage with theory and research from sexuality studies, feminist theory, gender theory, cultural studies, history, psychoanalysis, politics, and medicine, to understand how social understandings and representations of desire, sexuality, and subjectivity impact people’s lived experiences and subjectivities.

2. to gain a nuanced and thorough understanding of how race, gender, class, culture, religion, location and time in combination impact how people articulate their sexual selves and view themselves as subjects.

3. to facilitate an understanding of how history, politics, psychoanalysis, medicine, and culture impact one’s own experiences.

4. to develop students’ analytical skills in course assignments and in the classroom making connections between core course questions, themes, and content.
5. to enhance students’ written and oral communication skills specifically their ability to clearly articulate, support, and organize arguments.

6. to polish students’ written communication skills particularly focusing on organizing essays, developing a clear writing style, and accurate use of grammar.

7. to help students become more comfortable articulating thoughtful analysis, summary, reflections, and observations in-class.

COURSE EVALUATION

Critical Comparative Assignment 25%
Young Adult Novel Study 25%
Participation 10%
Discussion Question 5%
Final Analysis In-Class Response 5%
Exam 30%

ASSIGNMENT DESCRIPTIONS

Analyze an Event Assignment (25% of final grade) 6-7 pages in-length

Drawing on two readings from our course covered so far, analyze a contemporary event impacting the ways in which female desire, sexuality, and subjectivity are experienced, understood, represented and/or theorized. You will need to conduct research on this event and provide a discussion in your paper contextualizing the event. Your sources can include popular sources. Your chosen event should have occurred in the last five years. The event could be any real-life event covered in the news. The event could be local, national, or international. You must use proper MLA citation method and proper margins in your paper. You will be evaluated based on your ability to make a clear, well defended overarching argument about the event and how it sheds light on current understandings, representations, and experiences of women’s desire, sexuality, and subjectivity. I would recommend that you use one theoretical reading as a basis for your analysis.

Young-Adult Novel Study (25% of final grade) 6-7 pages in-length
Read a Young Adult novel (a list will be provided in-class) and write a paper analyzing this novel based on the following questions: what does your chosen Young Adult novel teach its readers about female desire, sexuality, and subjectivity? How can the book’s message impact young readers’ understandings of and feelings towards desire, sexuality, and subjectivity, as well as appropriate sexual behaviours and feelings? Your study should be organized and formatted as an essay and your thesis should be your answer to the above questions. You will be required to draw on one course reading to help support your argument. Proper MLA citation method and standard margins should be used in this assignment.

**Participation (10% of final grade)**

This class involves student engagement in the learning process through active contributions to class discussions. It is crucial to note that mere attendance is insufficient to warrant a good participation grade. Students will be evaluated based on the quality and regularity of their contributions to class discussions. If students miss more than three classes, they may be contacted by the professor.

**Discussion Question (5% of final grade)**

Over the course of the term, you will email the professor one question to inspire class discussion. Please have ‘discussion question’ in your email subject line. This question should be a thoughtful question about the reading demonstrating your ability to analyze and make connections between multiple readings, weeks, and course themes. Your question should not simply ask your classmates about the content of the reading. Your question should be sent to the professor prior to the class. Do not choose a reading that you used/will use in your written assignments. Your question may be drawn-on in class.

**Final Analysis In-Class Response (5% of final grade) one page in-length**

You will be asked to write a response in our final class, due the following day at 6 pm, answering the following question: given your more thorough knowledge at the end of term about how female sexuality is understood, lived, represented, and theorized would you make the same argument that you made in your Analyze an Event Assignment why or why not? You will be evaluated based on the level of analysis in your response and your ability to make thoughtful connections between core course themes, questions, your previous work, and your current thinking.

**Exam- (30% of final grade) 2 hours in-length**
You will write an exam during the exam period that will consist of two short essay questions that will relate to key questions of our course. You will be asked to draw from course readings to answer these questions.

**COURSE WEBSITE**

All course information, including assignments, will be posted on the course website. Go to https://owl.uwo.ca/portal.

**COURSE POLICIES**

**LEARNING ENVIRONMENTS AND EMAIL POLICIES**

Participants enrolled in this class are expected to complete the required course readings, attend all class sessions, respectfully contribute to classroom activities and discussions, and complete course assignments on time. Please bring your readings to class in hardcopy or digital form. Electronics such as computers and smartphones are permitted. However, please be respectful and refrain from using your electronics for outside activity during class. Please have your telephones set to silent. You will not be permitted to use electronics during the final examination. Our learning environments (including online) will be respectful spaces. I will try to reply to emails within twenty-four hours. Please do not expect an immediate response. Be as specific as possible with your questions. Specific questions receive specific answers. Please feel free to make an appointment during my office hours or see me after class if your question is more appropriately handled in-person. I will not respond to emails on weekends or during the evenings. However, I will check my email every twenty-four hours during the work week.

**ATTENDANCE POLICY**

Please notify your professor if you are unable to attend lecture. Persistent absenteeism could be grounds for failure in the course. I will contact you indicating your absence if you are absent from three classes.

**LATE ASSIGNMENT POLICY**

Assignments must be submitted at the beginning of class. I will apply a penalty of 5% per day for late assignments. For late essays, submit a copy to the departmental drop-box and an additional copy must be submitted to me via email.

**DROP-BOX POLICY**
Assignments not submitted in class should be deposited in the essay drop-box, located across from the Main Office doors, Lawson Hall 3260.

Papers received between: 8:30 a.m. and 4:00 p.m. Monday to Friday will be stamped with the current day’s date;
4:00 p.m. and 8:30 a.m. Monday to Friday will be stamped with the previous day’s date
3:30 p.m. Friday and 8:30 a.m. Monday will be stamped with Friday’s date.
No essays will be stamped with the previous day’s date after 8:30 a.m.

TURNITIN
“All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement currently between the University and Turnitin.com(http://www.turnitin.com.)”

ACADEMIC OFFENCES
“Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/units/sec/handbook/exam/courseoutlines.pdf

NOTE FOR STUDENTS WITH DISABILITIES
Please contact ws-ugrad@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you. You may also contact ssd@uwo.ca to find out the full range of services available to you.

MISSED ASSIGNMENTS AND EXAMS
Academic Accommodation must be requested within 28 days of the missed assignment

ELECTRONIC DEVICES IN THE EXAM
No electronics will be permitted in the exam

WOMEN’S STUDIES GRADING CRITERIA
A+ (90 to 100)

- One could scarcely expect better from a student at this level

A (80 and up)

- Superior work which is clearly above average
- Challenging and specific thesis that is clearly developed
- Correct and interesting sentence structure
- Sophisticated writing style
- Appropriate documentation
- Quotations well integrated into the text, with proper documentation
- Evidence of originality or independence of thought
- Provision of strong analysis
- Complexity, and subtlety in approach to subject
- Well organized with a logical development of the argument

B (70 to 79)

- Good work, meeting all requirements, and eminently satisfactory
- Clear development of a specific thesis, with proper paragraphs
- Correct sentence structure
- Adequate documentation
- Allowance for some (minor) problems such as: errors in factual content or interpretation, some minor errors in terminology, or general writing skills
- Occasional lapses in clarity, including vagueness, incompleteness, flaws in structure
- Provision of some analysis
- Note: A grade in the range of 75-79 indicates an essay that borders on an A but has some significant flaw that prevents giving out the higher grade.

C (60 to 69)

- Competent work, meeting requirements
- Generally correct but tends to provide more description than analysis
- Tends to be too general or superficial in the handling of material
- Weaknesses in argument including a descriptive thesis, a mechanical approach, lack of adequate evidence, documentation, or support
- Problems with grammar or matters of style
- Simplicity of thought, structure, or expression

D (50 to 59)

- Fair work, minimally acceptable
- Does not provide an argument or a line of thought
- Major difficulties with logical structure, and expression of ideas
- Topic has not been thought through
- Errors of grammar and diction interfere with understanding
- Over generalization with inadequate support, evidence, or documentation
F (49 and down) Fail

- Assignment submitted does not apply to course
- Basic requirements of the assignment are not met
- Plagiarism with intent to deceive (to be handled by the department)

READING LIST PENDING