

UNIVERSITY OF WESTERN ONTARIO
LONDON, ONTARIO
DEPARTMENT OF GENDER, SEXUALITY AND WOMEN'S STUDIES
W2275G – HETEROSEXUALITIES - COURSE OUTLINE
Winter 2021

INSTRUCTOR: DR. LAUREN AUGER

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SYCHONOUS HOUR: 1:30-2:30 Thursdays

“Western University is situated on the traditional land of the Anishinaabeg, Haudenosaunee, Lenape and Attawandaron peoples who have longstanding relationships to the region of southwestern Ontario and the City of London. In close proximity to Western, there are 3 local First Nations communities: the Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region of southwestern Ontario, there are 9 First Nations and a growing Indigenous urban population. Western recognizes the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America) to the development of Canada.”

DEPARTMENTAL COURSE DESCRIPTION

This course is interested in the interdisciplinary study of heterosexualities. Topics covered will include: social and historical productions of (hetero)sexualities; cultural performances of (hetero)sexualities; heterosexual pleasures and dangers; heterosexed pornographies and sex-work; erotic (hetero)sexual power play; and heterosexualities that cross the boundaries of (cis)gender, race, age, ability, class and nation, 3 lecture hours, 0.5 course.

DETAILED COURSE DESCRIPTION

This course considers how heterosexual cultures impact people's feelings, experiences, and identities surrounding sex and love. We look at how heterosexualities influence people's gendered performances and how they view themselves as sexual beings. The course examines the margins of sexual identification including queer experiences and identities. Some topics that we will consider include: the origins of the term ‘heterosexual’, sexualities in the past, the role of Disney in instilling heterosexual cultures and identities in young people, the impact of the Twilight series on gender roles and sex, pornography and heterosexualities, heterosexual

identities in sports, and toxic masculinities in online communities as well as in contemporary politics.

COURSE OBJECTIVES

1. Students will develop their understanding of heterosexualities through an interdisciplinary approach.
2. They will demonstrate their ability to make connections between, and critically engage with, interdisciplinary scholarship on heterosexualities in discussion and course assessments.
3. Students will come to appreciate the myriad of ways that heterosexualities have impacted peoples' experiences, understandings of self, their relationships with others, and participation in society.
4. During this course, students will learn how cultural expressions of heterosexualities both represent and influence people's most personal feelings and experiences.
5. Students will learn that experiences, feelings, culture, history, and society also exist outside of the margins of heterosexuality.
6. Students are encouraged to connect course content with their personal experiences.
7. The class will assist students with their written and oral communication skills specifically their ability to clearly articulate, support, and organize arguments.
8. The course will help develop students' written communication skills particularly focusing on organizing essays, developing a clear writing style, and accurate use of grammar.
9. This course will also help students become more comfortable articulating thoughtful analysis, summary, reflections, and observations to their peers.

KEY COURSE QUESTIONS

- How have heterosexualities impacted people's lived experiences and histories?
- How have people lived and acted outside of the margins of heterosexuality?
- How have heterosexualities changed over the course of time and location?
- How have heterosexualities impacted the ways in which people view, perform, and experience sex?
- How have heterosexualities influenced people's performance of gender?
- How have class, race, and ability impacted how people view, experience, and perform heterosexualities?

EVALUATION * The syllabus may be subject to change with sufficient notice

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| Analyze a Romantic Comedy Essay | 15% |
| Critical Book Response Essay | 30% |
| Participation | 15% |
| Discussion Questions | 10% |
| Take-Home Exam | 30% |

ASSIGNMENT DESCRIPTIONS

Analyze a Romantic Comedy Essay (15% of Final Grade) 3-4 pages in-length, double spaced, with Times New Roman Font and regular margins. Due in the OWL assignment folder at 11 pm on Thursday, January 28.

Using **two readings** from our course, analyze a romantic comedy film from the list below. Your thesis will answer the following question: What does this film convey to viewers about heterosexuality/heterosexual relationships as well as appropriate and/or inappropriate gender roles within heterosexual relationships? You will be evaluated based on the quality of your argument, your success in supporting this argument, the quality of your analysis, your discussion of the movie's content and the content of the readings, your organization, the clarity of your writing, and your writing mechanics (spelling and grammar). Please remember that this is an analysis-based assignment and your focus **should not be** summarizing the movie nor the readings. Please use MLA citation style and standard margins.

You may choose from the following movies: 10 Things I Hate About You, 13 Going on 30, 27 Dresses, Always Be My Maybe, Bridget Jones' Diary, Brown Sugar, Clueless, Crazy Rich Asians, Hitch, How to Lose a Guy in Ten Days, My Big Fat Greek Wedding, Notting Hill, Sleepless in Seattle, Something's Gotta Give, The Big Sick, The Holiday, The Proposal, Waitress, When Harry Met Sally, or You've Got Mail

Critical Book Response Essay (30% of Final Grade) 6-7 pages in-length, double spaced, with Times New Roman Font and regular margins. Due in the OWL assignment folder at 11 pm on Thursday, March 4.

Following discussing Kaleigh Trace's 2014 autobiography, *Hot, Wet, and Shaking* in our synchronous hour, students will be asked to write an individual critical book response. The point of this assignment is to provide a critical argument regarding the book using the core concepts discussed in week one (heterosexuality, discourse, hegemony, and performance). Your response should be organized around a clear thesis. When developing your thesis, you should consider the primary questions of the course listed above. Please draw on at **least two additional readings** to help you support your analysis. You will be evaluated based on the quality of your argument, your success in supporting this argument, the quality of your analysis, your discussion of Trace's book and your chosen readings, your organization, the clarity of your writing, and your writing mechanics (spelling and grammar). Please remember that this is an analysis-based assignment and your focus **should not** be summarizing the book nor the readings. Please use MLA citation style and standard margins.

Participation (15%)

This class involves student engagement in the learning process through active contributions to class discussions in our synchronous hour. 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.

Discussion Question Assignment (10%) (5% per question) Due in the OWL assignment folder 11:00 am on the day the reading is scheduled.

In the first week of class, students will choose two different readings from two different weeks. Students will then submit two discussion questions during the term. Each question will be due by 11:00 am on the day the reading is scheduled. Your question may be drawn upon in our synchronous hour to facilitate class discussion. Your questions should not be content-based questions about the reading. Your questions should make broader connections to key course concepts, questions, units, and/or weeks.

Take-Home Exam (30%) Two Essays (15%) each. No more than 1000 words per essay.

Students will write two short essays for their open-book take-home exam. Each essay will be worth 15% percent of the final grade. There will be a choice of four essay questions. Students will be graded based on the quality of their argument, their ability to make sophisticated and nuanced connections between key course concepts and questions, course themes, and content. I will provide access to the examination 24 hours prior to the beginning of the examination slot. Papers will be due by the end of the assigned examination slot.

COURSE POLICIES

LEARNING ENVIRONMENTS AND EMAIL POLICIES

Participants enrolled in this class are expected to complete the required course readings, watch all virtual lectures, complete all assigned activities, attend virtual classes, respectfully contribute to classroom activities and discussions, and complete course assignments on time. Smartphones are permitted but please refrain using your electronics for outside activity during class. Please have your telephones set to silent. Our learning environments will be respectful spaces. I will strive to reply to emails within forty-eight hours. Please do not expect an immediate response. You should be as specific as possible with your questions. The title of the email should include our course name and code as well as the reason for the email. Specific questions receive specific answers. Please feel free to make an appointment during my virtual office hours or see me after our synchronous session if your question is more appropriately handled in-person. I may not respond to emails on weekends or during the evenings. However, I will check my email as often as I can during the work week.

ATTENDANCE POLICY

Please notify your professor if you are unable to attend our synchronous hour. If a student has not engaged sufficiently in the course, this neglect could be grounds for failure in the course. I may contact you indicating your absence if you are absent from three synchronous sessions.

LATE ASSIGNMENT POLICY

Essays must be submitted to their OWL folder by 11 pm on the due date and Discussion Questions by 11 am the day your readings are scheduled. I will apply a penalty of **2%** a day for late assignments. For late essays, submit a copy to the late assignments OWL folder.

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 licencing agreement currently between the University and Turnitin.com (<http://www.turnitin.com>.)”
(<http://www.uwo.ca/univsec/handbook/exam/courseoutlines.pdf>)

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/univsec/handbook/appeals/scholoff.pdf>
<http://www.uwo.ca/univsec/handbook/exam/courseoutlines.pdf>

ACCOMODATION POLICIES

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

ACADEMIC CONSIDERATION FOR STUDENT ABSENCE

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student’s final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student’s final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see

[Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

RELIGIOUS ACCOMMODATION

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

USE OF RECORDINGS

All of the remote learning sessions for this course will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

ONLINE ETIQUETTE

Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- please “arrive” to class on time
- please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable
- unless invited by your instructor, do **not** share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- if you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- remember to unmute your microphone and turn on your video camera before speaking
- self-identify when speaking.
- remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

COURSE CONTENT

READING LIST AND SCHEDULE

PART A - UNDERSTANDING HETEROSEXUALITIES

Week 1: Heterosexualities and Discourse- Thursday, January 7

Blank, H. (2012). Introduction Sexual Disorientation. *Straight: The Surprisingly Short History of Heterosexuality*. Beacon Press. IX-XXVIII

Blank, H. (2012). Chapter Two Carnal Knowledge. *Straight: The Surprisingly Short History of Heterosexuality*. Beacon Press. 23-40

PART B - HETEROSEXUALITIES IN HISTORY AND MEMORY

Week 2: Heterosexualities in Victorian Era- Thursday, January 14

Blank, H. (2012). Chapter One The Love That Could Not Speak Its Name. *Straight: The Surprisingly Short History of Heterosexuality*. Beacon Press. 1-22.

Allan, A. (2009). The importance of being a 'lady': hyper-femininity and heterosexuality in the private, single-sex primary school. *Gender and Education*, 21(2). 145-158.

Stoops, J. (2015). Class and Gender Dynamics of the Pornography Trade in Late Nineteenth Century Britain. *The Historical Journal*, 58(1). 137-156.

Week 3: Heterosexualities in Second World War Britain- Thursday, January 21

Francis, M. (2008). Introduction. *The Flyer*. Oxford University Press. (AVAILABLE AS E-BOOK AT WESTERN LIBRARIES) 1-13

DeGroot, G. (2000). Lipstick on her Nipples, Cordite in her Hair: Sex and Romance among British Servicewomen in the Second World War. *A Soldier and a Woman Sexual Integration in the Military*, Pearson Education Limited, 2000.

Allport, A. (2009). Chapter Three My Faithless English Rose. *Demobbed Coming Home After the Second World War*, Yale University Press. 80-106.

Week 4: Heterosexualities and Memories of War-Thursday, January 28 (Analyze a Romantic Comedy Assignment due by 11 pm on OWL)

Jarratt, M. (2008). Chapter One British War Brides.” *Capturing Hearts New Brunswick’s War Brides*, Goose Lanes Editions and The New Brunswick Military Heritage Project. 25-40.

Summerfield, P. (1998) ‘Heroes’ and ‘Stoics’ War Work and Feminine Identity: Reconstructing Women’s Wartime Lives, Manchester University Press.

Vickers, Emma. (2013). Chapter 1 Inclusion. *Queen and Country: Same Sex Desire in the British Armed Forces, 1939-1945*. Manchester University Press. 24-29.

PART C - HETEROSEXUALITIES IN CULTURE

Week 5: Heterosexualities in Young Adult Literature- Thursday, February 4

Putzi, J. (2017). None of this ‘trapped-in-a-man’s-body-bullshit!’: Transgender Girls and Wrong Body Discourse in Young Adult Fiction. *Tulsa Studies in Women’s Literature*, 36(2). 423-448.

Smith, M.J. & Moruzi, Kristine. (2018). Vampires and Witches Go to School: Contemporary Young Adult Fiction, Gender and the Gothic. *Continuing Education*, 9(1). 6-18.

Budruweit, Kelly. (2016). Twilight’s Heteronormative Reversal of the Monstrous: Utopia and Gothic Design. *Journal of Fantastic in the Arts*. 27(2). 271-289.

Week 6:

Heterosexualities in Disney- Thursday, February 11

Cokley, C. (2005). “Someday My Prince Will Come:” Disney, the Heterosexual Imaginary and Animated Film, *Thinking Straight: The Power, The Promise, and the Paradox of Heterosexuality*. New York: Routledge. 167-181.

Macaluso, M. (2018). Post-Feminist Masculinity: The New Disney Norm? *Social Sciences*, 7 (11). 1-10.

Parsons, G & Spencer, L.G. (2017). What is so funny about a Snowman in a Tiara? Exploring Gender Identity and Gender Nonconformity in Children’s Animated Films, *Queer Studies in Media and Pop Culture*. 2 (1). 73-92.

Week 7: Heterosexualities in Reality and in Reality Television- Thursday February 25

Trace, K. (2014) *Hot, wet, and shaking*. Invisible Publishing.

Supplementary readings:

Lee, M.J. & Moscovitz, L. (2012). "The Rich Bitch": Class and Gender on the Real Housewives of New York City. *Feminist Media Studies*, 13(1). 64-82.

Chappet, M-C. (August 10, 2020). Why our Obsession with Girl-on-Girl Fights in Reality TV Shows Like Selling Sunset and Real Housewives is so Problematic. *Glamour*, <https://www.glamourmagazine.co.uk/article/female-fights-reality-tv>

Week 8: Heterosexualities and Sports- Thursday, March 4 (Critical Book Response due by 11 pm on OWL)

Morales, L.E. & Caffyn-Parsons, E. (2017). 'I Love You Guys': A Study of Inclusive Masculinities among High School Cross-Country Runners. *Boyhood Studies*, 10 (1). 66-87.

Adjepong, A. (2017). 'We're, like, a cute rugby team.': How Whiteness and Heterosexuality Shape Women's Sense of Belonging in Rugby. *International Review for the Sociology of Sport*, 52(2). 209-222.

Heinecken, D. Gender and Jockography: Post Feminism and Resistance in Female Sports Autobiographies. *Feminist MediaStudies*, 16(2). 325-343.

Week 9- Heterosexualities and Pornography- Thursday, March 11

Taylor, K. & Jackson, S. (2018). 'I want that power back': Discourses of Masculinity Within an Online Pornography Abstinence Program." *Sexualities*, 2(4). 621-639.

Waling, Andrea. & Tinonee Pym. (July 2017). 'C'Mon, No one wants a dick pic': Exploring Cultural Framings of the 'Dick Pic' in Contemporary Online Politics. *Journal of Gender Studies*. 28(1). 70-85.

Stewart, R.S. (2019). Is a Feminist Porn Possible? *Sexuality and Culture*, 23(1). 254-270.

PART D - HETEROSEXUALITIES AND SOCIETY

Week 10: Heterosexualities and Communities of Colour- Thursday, March 18

Walsh, C.F. (2006). "It is really not just gay but African American Gay,": The Impact of Community and Church on the Experiences of Black Lesbians Living in North Central Florida. *Journal of Homosexuality*, 63(9). 1236-1252.

Davis, M.J. (2016). I want your sext: Sex and Sexual Risk in Emerging Adult Minority Men. *Aids Education and Prevention*, 28(2). 138-152.

Whittington Cooper, E. (2016). Sex(uality), Marriage, Motherhood and "Bey-Feminism". In *The Beyoncé Effect: Essays on Sexuality, Race, and Feminism*. Edited by Adrienne Trier-Bieniek. McFarland and Company. 203-214.

Week 11: Disability and Heterosexuality- Thursday, March 25

Appleby, Y. (1992). Disability and Compulsory 'Heterosexuality'. *Feminism and Psychology*, IV. 502-505.

De Boer, T. (2015). Disability and Sexual Inclusion. *Hypatia*, 30(1). 66-81.

Skinner, A. (2018). I love my body' : Depictions of Sex and Romance in Disability Music Culture. *Sexualities*, 21(3). 350-363.

Week 12: Heterosexualities, Toxic Masculinity, and Contemporary Politics- Thursday, April 1,

Farrow, R. (October 23, 2017). From Aggressive Overtures to Sexual Assault: Harvey Weinstein's Accusers Tell Their Stories. *The New Yorker*, <https://www.newyorker.com/news/news-desk/from-aggressive-overtures-to-sexual-assault-harvey-weinsteins-accusers-tell-their-stories>

Renkl, M. (October 19, 2017). The Raw Power of #Me Too. *The New York Times*, <https://www.nytimes.com/2017/10/19/opinion/the-raw-power-of-metoo.html>

Filipovic, J. (June 28, 2018). America Will Lose More Than Abortion Rights if Roe v. Wade is Overturned. *Time*, <http://time.com/5324828/kennedy-retirement-roe-wade-abortion-rights/>

Valenti, J. (March 14, 2018). Under Trump, the lies of abstinence only education are back. *The Guardian*, <https://www.theguardian.com/commentisfree/2018/mar/14/trump-lies-abstinence-only-sex-education>