

UNIVERSITY OF WESTERN ONTARIO
LONDON, ONTARIO

DEPARTMENT OF WOMEN'S STUDIES AND FEMINIST RESEARCH

W2275G – HETEROSEXUALITIES - COURSE OUTLINE

Winter 2020

INSTRUCTOR: DR. LAUREN AUGER

EMAIL: lauger3@uwo.ca

OFFICE: TBA

OFFICE HOURS: TBA

CLASS TIME: THURSDAYS 4:30-7:30

LOCATION:

“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; heterosexual 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 will employ an interdisciplinary approach to explore heterosexualities. In the first unit of the course, students will develop a conceptual understanding of heterosexualities. They

will become familiar with discourse, hegemony, and performance as key concepts for navigating heterosexualities. The second unit will centre on heterosexualities in history and in memory. The class will consider how a social understanding of 'heterosexuality' developed in the Victorian era. Students will examine heterosexualities in Second World War Britain. The course will consider the impact of heterosexualities on the personal memories and identities of people who lived through the conflict. Unit three will unpack heterosexualities in contemporary culture including in feminist autobiography, young adult literature, film and reality television, and pornography. The final unit will consider the impact of heterosexualities on society - most significantly in communities of colour and in contemporary politics. Through our examination of heterosexualities, this course will provide insight into the following 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?

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 through critical analysis of readings, classroom 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 the 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 also 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 in-class.

EVALUATION

Class Participation 10%

Critical Book Review 20%

Presentation 15%

Critical Comparative Essay 25%

Exam 30%

ASSIGNMENT DESCRIPTIONS

Class 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.

Critical Book Review (20% of Final Grade) 5-6 pages in-length

Following discussing Kaleigh Trace's 2014 autobiography, *Hot, Wet, and Shaking* in our in-class book club activity, students will be asked to write an individual critical book review. 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 review should be organized around a clear thesis. You should consider the primary questions of the course listed above in your analysis. Use MLA citation style and standard margins.

Presentation (15% of Final Grade) 10 minutes

Students will make a 10 minute presentation using Powerpoint regarding a course reading that they will choose in Week 1. (Students will not be permitted to choose a reading from the final week). In the week that corresponds with their reading (starting Week 2), students will deliver their presentation prior to our main discussion of the reading. This presentation will involve a very brief summary of the reading, critical analysis, and two discussion questions. Remember, your classmates are expected to have completed the reading on their own and it is not your job to summarize the entire reading. The point of the brief summary is to: (1) emphasize what you take to be the most important elements of the reading and (2) provide necessary context for your critical analysis. You will also be expected to put forth two discussion questions to facilitate classroom discussion. These questions should be thoughtful questions about the reading demonstrating your ability to analyze and make connections between multiple readings, weeks, and course themes. Your questions should not simply ask your classmates about the content of the reading. Most of your grade will be determined by your critical analysis of the reading and your discussion questions. Your analysis should be organized around a clear thesis. You should consider the primary questions of the course listed above in your analysis. Please use MLA style for citations.

Critical Comparative Essay (25% of Final Grade) 7-8 pages

Students will be asked to compare two readings from the course in a critical comparative essay. You may choose the reading that you presented (will present) to the class along with another reading. **Please exclude** readings from the final week and Trace's *Hot Wet and Shaking*. Please choose two readings from two different units of the class. The goal of this assignment is not to summarize the readings but to make a critical argument comparing and contrasting the articles in connection to what you have learned about heterosexuality, discourse, hegemony, and performance. Use MLA citation style and standard margins.

Exam (30% of Final Grade) Two Hours in Length

Students will be required to compose two short essays, selected from a range of questions addressing major themes and debates identified in the course readings. Exam questions will require students to draw on material from multiple weeks.

COURSE RESOURCES

Blank, H. (2012). *Straight: The Surprisingly Short History of Heterosexuality*. Beacon Press.
(AVAILABLE AT WESTERN BOOKSTORE OR AS AN E-BOOK FOR PURCHASE)

Trace, K. (2014) *Hot, wet, and shaking*. Invisible Publishing. (AVAILABLE AT THE WESTERN BOOKSTORE OR AS AN E-BOOK PURPOSE)

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 strive 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 may 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%** a 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 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>

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