**IDH 2930: The Female of the Species**

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**Course Description**

This course will use Mindy McGinnis’ *The Female of the Species* to analyze how sexism, misogyny, and rape culture shape schooling experiences in the United States. We will discuss both the content of the novel and the form, as the book uses first-person narration for multiple characters. We will also investigate how our own identities and perspective reflect our experiences in school, both K-12 and postsecondary. This course counts as one credit.

**Course Objectives**

* Students will explore the gendered dimensions of violence and inequality, focusing particularly on harmful power structures and social practices in K-12 schooling.
* Students will develop a greater recognition and understanding of how intersectional oppressions, based upon structural inequality and biases such as sexism, racism, classism, and heterosexism, impact individuals and communities in different ways.
* Students will identify and understand the various social and legal challenges that survivors of gender-based violence face.
* Students will explore their own feelings about gender and violence, and investigate how their own identities and perspectives reflect their experiences in school, both K-12 and postsecondary.
* Students will learn key concepts and principles of theories that are used by scholars to challenge sexism and rape culture and promote social justice (e.g., feminist theory, critical theory, critical race theory) so that students may use this body of work to inform their own scholarship and teaching.
* Students will identify and critique assumptions about youth found in ﬁrst-person narrative formats.
* Students will develop skills and confidence in facilitating and participating in scholarly discourse with peers.

**Required Texts**

* McGinnis, M. (2016). *The female of the species*. New York: Katherine Tegen Books.
* Buchwald, E., Fletcher, P., & Roth, M. (2005). *Transforming a rape culture* (2nd ed.). Minneapolis, MN: Milkweed Editions.

**Additional Texts** (available on Canvas)

* Thein, A., & Sulzer, M. (2015). Illuminating Discourses of Youth through the Study of First-Person Narration in Young Adult Literature. *English Journal*, *104*(3), 47.

**Assignments**

Class Participations (60%): Students are expected to attend class and complete the required reading for each meeting. Students will leave each class by posing a question or wondering that arose during class discussion. Each subsequent class session will begin by addressing those questions.

Final Project (40%): Students will complete a final project in which they explore and analyze how their own identity and experiences with gender and violence have shaped their experiences in school and society-at-large. The final project can take many forms: traditional essay, narrative, short graphic novel, set of interviews, etc. Details about the project will be discussed during class as the semester progresses.

**Grading**

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| 94.0 – 100 A | 74.0 – 77.9 C |
| 91.0 – 93.9 A- | 71.0 – 73.9 C- |
| 88.0 – 90.9 B+ | 68.0 – 70.9 D+ |
| 84.0 – 87.9 B | 64.0 – 67.9 D |
| 81.0 – 83.9 B- | 61.0 – 63.9 D- |
| 78.0 – 80.9 C+ |  |

Percentages will determine the final grade according to the following scale. Please note that grades are not rounded up at the .5 decimal place. Please visit the UF undergraduate catalogue for more information on UF Grading Policies at [https://catalog.ufl.edu/ugrad/current/regulations/ info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/%20info/grades.aspx).

**Class schedule**

Please note that this is a tentative schedule. Any changes made will be announced in class and via email.

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| **Date** | **Schedule**  |
| 01/09 | “Still No Laughing Matter” and “Illuminating Discourses of Youth” |
| 01/16 | Ch. 1-9 |
| 01/23 | Ch. 10-18 |
| 01/30 | Ch. 19-23 |
| 02/06 | Ch. 24-32 |
| 02/13 | Ch. 33-41 |
| 02/20 | Ch. 42-52 |
| 02/27 | Ch. 53-62 |
| 03/06 | SPRING BREAK – NO CLASS |
| 03/13 | “Men, Masculinity, and the Rape Culture” and “Violence Against Women is a Men’s Issue” |
| 03/20 | School policies (readings TBA) |
| 03/27 | Media (readings TBA) |
| 04/03 | Identity (readings TBA) |
| 04/10 | Brainstorm and share project ideas in class |
| 04/17 | Peer editing  |
| 04/24 | Final class! Projects due in class |

**Attendance**: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Accommodations**: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”

**Student Health, Counseling and Wellness Services:** If you have academic concerns related to this course, you should contact the instructor in person or via email. You also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with your academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling and Wellness Center, 352-392-1575. Visit the website for more information: <http://www.counseling.ufl.edu/>. Also, crisis intervention is always available 24/7 from: Alachua County Crisis Center: 352-264-6789.

**Evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.