

350: Special Topics in Gender and Literature

Gender, Health and Waiting Rooms

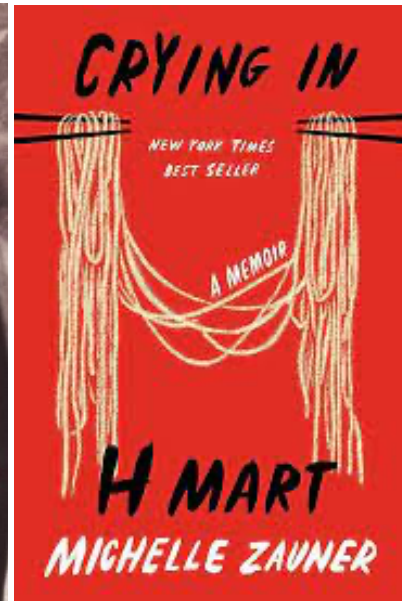
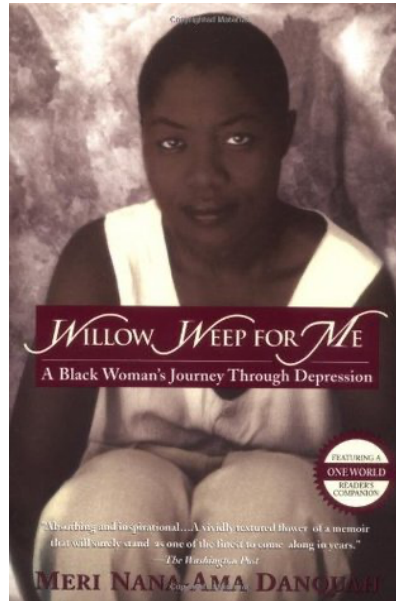
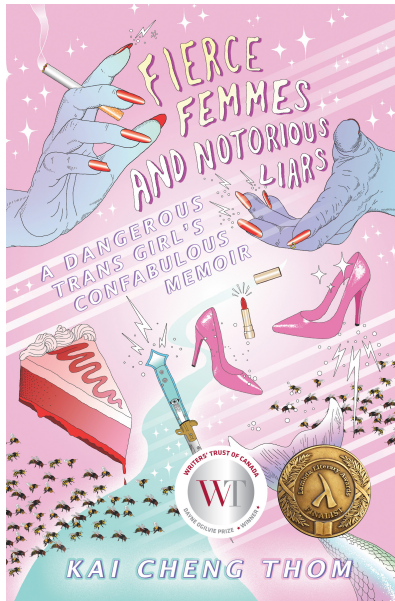


Image description: Book covers of three of the five assigned books for this course. A pink cover of Kai Cheng Thom's *Fierce Femmes and Notorious Liars: A Dangerous Trans Girl's Confabulous Memoir* with lipstick, switchblades and high heels. A book cover of Meri Nana-Ama Danquah's *Willow Weep for Me: A Black Woman's Journey Through Depression*, featuring a Black woman with short hair in a white garment. A cover of Michelle Zauner's memoir *Crying in H Mart*, red cover displaying noodles hanging from chopsticks.

Course Description: What happens to the bodymind kept in waiting? This course pursues questions of the “in-between” through the lenses of health and disability justice. Considering the concept of “patient,” with connotations of compliance and medicalization, students will explore how race, gender, class, sexuality and citizenship impact how long one waits for care. Students will consider the capacity of art and literature for changing the future of healthcare as well as their limitations. Students will perform close readings and analysis of texts, practice using secondary sources in literary analysis, and also engage in creative projects such as “designing” a waiting room.

Instructor: Dr. Jess Waggoner (they/them)
Email: waggoner2@wisc.edu
Time: TR 1:00-2:15 PM
Place: Sterling 2425
Office Hours: Wednesdays 12:30-1:30 and
by appointment (virtual)

REQUIRED TEXTS (5):

Kai Cheng Thom, *Fierce Femmes and Notorious Liars*
Bettina Judd, *Patient*
Meri Danquah, *Willow Weep for Me: A Black Woman's Journey Through Depression*
Czerwiec, M. K. (2017). *Taking turns: Stories from HIV/AIDS care unit 371*
Michelle Zauner, *Crying in H Mart*

Course Designation: Breadth – Literature

Level – Intermediate

L&S Credit – Counts as Liberal Arts and Science credit in L&S

Credit hours are met in this course through the assessment in the “45 Hours Per Credit” criteria – One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

Course Objectives:

- ☐ To encourage and improve students’ critical thinking skills
- ☐ To give students tools for respectfully discussing disability, race, gender, sexuality and difference
- ☐ To cultivate an open, respectful space in which to create, share, and critique material.
- ☐ To discuss how concepts learned in the classroom can be applied
- ☐ To encourage creativity through a self-designed final project

UW-GWS Land Acknowledgement

The University of Wisconsin-Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin. This history of colonization informs our shared future of collaboration and innovation. Today, UW-Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

UW-GWS Statement of Solidarity

The Department of Gender and Women’s Studies is deeply saddened and outraged by the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, Tony McDade, and Tony Robinson among numerous others. We condemn white supremacy, police violence, and all forms of racism, interpersonal and structural, and we honor the pain that these forces have caused our Black students, faculty and staff. We stand in solidarity with those protesting this country’s ongoing, centuries-long legacy of anti-Black violence and we write to affirm our support for the dignity of all our Black community members. As educators and as feminists, we pledge not only to continue our fight for racial justice, but to intensify that fight to meet the scale of the crises with which we are faced in the present moment.

COURSE POLICIES:

Attendance: Student attendance and participation required. If you are unable to attend class, please let me know in advance and be sure to complete all assignments listed on the syllabus. Three unexcused absences allowed, but each unexcused absence beyond three will result in a 10-point deduction (out of the 1000 points allotted in this course) from the final course grade.

Drafts, Papers, & Late Assignments: All assignments to be submitted to Canvas on their due date by midnight. Forum responses are due **before** class begins that day. For every day a paper is late (calendar day, not class meeting), the grade is lowered 10%.

RESOURCES AND CLASSROOM POLICIES

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact me and/or the Dean of Students for support. **Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess (adapted from Sara Goldrick Rab, Temple University)**

Access Statement

We all have different ways of learning, and we all have access needs. The organization of this course may work well for some but pose issues for others. Please communicate with me as soon as you can about your individual learning needs (registered or not) and how this course can best accommodate them.

Information regarding registering a disability/accessibility need:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (Source: <https://mcburney.wisc.edu/instructor/>)

Mental Health Services

Mental Health Services recognizes this is a tough time for many, to hold the anxieties and stressors associated with this pandemic, while also balancing roles of students, employees, and family members. We are here to continue to support the mental health needs of our students and campus, with some changes to our services as noted below. Our mental health

providers understand the complexities of student life and offer an open, safe, and confidential environment to help students through issues that may interfere with their development, well-being, and academic productivity. UHS's no-cost mental health services include individual, couple/partner, group counseling, outreach programming, and stress management. We also offer 24/7 crisis services. Psychiatry services are also available for medication management. Make an appointment: 608-265-5600. 24-hour crisis line: 608-265-5600 (option 9).

If you are comfortable, please communicate with Dr. Waggoner if mental distress is impacting your performance in the course so they can best accommodate you.

Sexual Assault

UW–Madison is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex or gender identity, which includes forms of sexual misconduct such as sexual assault, sexual harassment, dating violence, domestic violence, and stalking. We understand that sexual violence can undermine students' academic success and encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they deserve.

Please know that as an instructor I am committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, and stalking. However, there are university policies that may require me to report disclosures about sexual misconduct to the Title IX Coordinator (compliance.wisc.edu/titleix) whose role is to coordinate the University's response to sexual misconduct.

UW–Madison offers a variety of resources and options for students impacted by sexual assault, sexual harassment, dating violence, domestic violence, and stalking. Learn about the free, confidential services available on campus and in the community.

Policy on Children in Class: Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

1) All exclusively breast/chestfeeding babies are welcome in class as often as is necessary to support the breast/chestfeeding relationship. You and your nursing baby are welcome in class anytime.

2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any needs that arise. I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Writing Center

I encourage you to schedule an appointment for a free tutoring session with the Writing Center: <https://writing.wisc.edu/>

Academic Integrity

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. (Source: <https://conduct.students.wisc.edu/syllabus-statement/>)

PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES

Usage of Audio and Video Recorded Lectures

Lecture materials and recordings are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Community Responsibility

During the global COVID-19 pandemic, we must prioritize our collective health and safety

to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

ASSIGNMENTS, MATERIALS, SCHEDULE

Drafts, Papers, & Late Assignments: All assignments to be submitted to Canvas on their due date. I will provide flexible deadlines as indicated on the syllabus. Forum responses are due **before** class begins that day. For every day an assignment is late (calendar day, not class meeting), the grade is lowered 10%. Please communicate with me ASAP if extenuating circumstances are preventing you from turning in your assignment during the flexible deadline window.

Readings and Assignments: You are expected to come to class each day with the materials assigned for that day open and ready on your computer. With exception of the books for this course, these materials are available on Canvas.

Materials: You will be required to purchase six books for this class, but the remainder of the materials, including all critical readings, will be available on Canvas. Films and videos will be available digitally. Your forum responses will be uploaded to Canvas. If the books pose a financial burden for you, please contact me directly and we can make an alternate arrangement.

Grades: The grades I assign to your work this semester are a measure of how successfully you have completed a task—an indicator of how well you demonstrate that you have learned the lessons that task intends to teach. If you have any questions about your grade after having carefully considered my comments on your work, please ask me. **For final grades:** Please assemble a report on your participation in the course, your record on timely and thorough completion of assignments, evidence of your careful attention to rubrics and revisions, and a 500-word paragraph analyzing why your course record merits a higher grade, connecting these details to your claim. Once you submit this report, we will meet and discuss.

Grading Scale:

A: 93-100

AB: 88-92

B: 83-87

BC: 78-82

C: 70-77

D: 60-69

Assignments and Projects:

Forum Responses (5)

In five 300-word forum entries (responding to select readings as indicated on the syllabus), I ask you to respond to the assigned text for that day. For each response, first state what argument you believe the text is making, and then analyze one small component and how this supports the argument as a whole. **You must cite page numbers or sections (if no page numbers) to receive full points.** End the response with a question you would like to pursue in discussion.

Mid-term Analysis Paper

Consider this an expanded response paper. In two pages, choose a literary text that interests you and develop an original thesis about an argument you believe this text is making. Zoom in on particular parts of the text. What literary aspects (language, word choice, imagery, metaphor, simile, etc) of the text support your argument? What does your reading illuminate that might not have been visible before? What are the limitations?

Design A Waiting Room:

Design (visually in any medium or a 2-3 paragraph description) a more welcoming waiting room, therapist's office or exam room (or another medicalized space). What would it look like? What would the room include or not include? Identify how texts from inside or outside the course have inspired your choices and briefly explain. There are no limits—imagine broadly! Share these during class and on Canvas (50 points)

1-Page Final Paper Proposal

In order to ensure your final paper is on the right track, you will be turning in a 1-page proposal that will include an annotated bibliography of the sources you intend to use. DW will give feedback ASAP. If you intend to write on Kai Cheng Thom's *Fierce Femmes and Notorious Liars: A Dangerous Trans Girl's Confabulous Memoir*, which we are reading at the end of the course, please consult with me ASAP and we can create an alternate timeline for you.

Final Presentation

Discuss your main text, thesis, and two sources you will use.

Final Paper/Project

Consider this 5-6 page paper an expanded version of your proposal and final presentation.

Assignment Summary (out of 1000 points):

- ☐ 2-page midterm literary analysis on any text in the course (200 points)
- ☐ Design (visually in any medium or a 2-3 paragraph description) a more welcoming waiting room, therapist's office or exam room (or another medicalized space). What

would it look like? What would the room include or not include? Identify how texts from inside or outside the course have inspired your choices and briefly explain. There are no limits—imagine broadly! Share these during class and on Canvas (150 points)

- ☐ 1 page Proposal with annotated bibliography (100 points)
- ☐ Final Presentation on final paper (100 points)
- ☐ 5-6 page Final paper on any text in the course using two secondary sources (300 points)
- ☐ 5 300-word Forum Responses (150 points)

Response to *Willow Weep for Me: A Black Woman's Journey Through Depression* (30 points)

Response to Czerwiec, M. K. (2017). *Taking turns: Stories from HIV/AIDS care unit 371*. (30 points)

Response to *Crying in H Mart* (30 points)

Response to Kai Cheng Thom, *Fierce Femmes and Notorious Liars* (25 points)

Response to Bettina Judd, *Patient* (25 points)

SCHEDULE OF ASSIGNMENTS

Week 1:

Thursday, September 7th

- ☐ Introduction to the course
- ☐ Join class GroupMe
- ☐ Complete confidential introduction survey for Dr. Waggoner (DW)

First Week Checklist/Check-in

Did you:

- Complete your confidential introduction survey for DW?
- Join Class GroupMe?
- Complete Content Notification Survey?
- Finish your Syllabus Quiz?
- Find course materials in the right format for you? Or ask for assistance if needed?
- If so, you are ready to go!

Week 2:

Tuesday, September 12th

- ☐ Syllabus Quiz (Open Syllabus)
- ☐ Analyze: Carolyn Gherig, "Hospital Glam"
- ☐ Sam Lavigne, Tega Brain & Johanna Hedva, "Get Well Soon"
<https://getwellsoon.labr.io/>
- ☐ Carolyn Lazard, "Notes for the Waiting Room"

Thursday, September 14th

- ☐ Wendell, "The Social Construction of Disability," (**Brief excerpt, 57-65**)
- ☐ Kafer, "Introduction" to *Feminist Queer Crip*
- ☐ Watch video: "Beyond Disability Rights, Disability Justice: Leah Lakshmi Piepzna-Samarasinha"
- ☐ **Complete Content Notification Survey**

Week 3

Tuesday, September 19th (Ill Times, Crip Times)

- ☐ Virginia Woolf, "On Being Ill"
- ☐ Ellen Samuels, "Six Ways of Looking at Crip Time"
- ☐ Aurora Levins Morales, "Coming Out Sick"

- ☐ **Join Class GroupMe by today**

Thursday, September 21st

- ☐ **Course meets remotely for group work**
- ☐ Zora Neale Hurston, "My Most Humiliating Jim Crow Experience"
- ☐ Skim Marita Bonner bio
- ☐ Marita Bonner, "Drab Rambles"
- ☐ Randall Jarrell, "The X-Ray Waiting Room in the Hospital"
- ☐ "Patients," Aurora Levins Morales

Week 4:

Tuesday, September 26th (Race, Gender, Psychiatric Disability)

- ☐ Watch before class: Jennifer Brea, *Unrest* (2017)
- ☐ "Women are calling out medical gaslighting" [nyt.com](https://www.nytimes.com/2017/09/26/us/health/women-are-calling-out-medical-gaslighting.html)
- ☐ Excerpt, Imani Perry, *A Dangerously High Threshold for Pain*
- ☐ **Join Class GroupMe by today**

Thursday, September 28th

- ☐ **Response #1 to *Crying in H Mart* DUE BEFORE NOON TODAY**
- ☐ Michelle Zauner, *Crying in H Mart* (1-118)

Week 5:

MIDTERM DUE BETWEEN MONDAY OCT 2ND AND FRIDAY OCTOBER 6TH

Tuesday, October 3rd

- ☐ BRAIN BREAK DAY TO WORK ON MIDTERM

Thursday, October 5th

- ☐ Michelle Zauner, *Crying in H Mart* (119-end)

FRIDAY October 6th—final deadline for Midterm Literary Analysis

Week 6:

Tuesday, October 10th

- ☐ **Course meets remotely for group work**
- ☐ Czerwiec, M. K. (2017). *Taking turns: Stories from HIV/AIDS care unit 371*, beginning to 116
- ☐ Ted Kerr, "Twenty-Seven Questions for Writers and Journalists to Consider When Writing About HIV/AIDS" <http://hivdoula.work/27-questions>

Thursday, October 12th

- ☐ **Response #2 to *Taking Turns* and/or *Danez Smith poems* DUE BEFORE NOON TODAY**
- ☐ Czerwiec, M. K. (2017). *Taking turns: Stories from HIV/AIDS care unit 371*, 117-202
- ☐ Danez Smith, "sometimes i wish i felt the side effects" (poetryfoundation.org) and "it won't be a bullet" (poets.org) and "litany with blood all over"

Week 7

Tuesday, October 17th

- ☐ *Willow Weep for Me: A Black Woman's Journey Through Depression*, 1-95

Thursday, October 19th

- ☐ **Response #3 to *Willow Weep for Me* DUE BEFORE NOON TODAY**
- ☐ *Willow Weep for Me: A Black Woman's Journey Through Depression*, 95-196

Week 8

Tuesday, October 24th

- ☐ *Willow Weep for Me: A Black Woman's Journey Through Depression*, 196-295
- ☐ Anna Mollow, "When Black Women Start Going on Prozac. ... ": The Politics of Race, Gender, and Emotional Distress in Meri Nana-Ama Danquah's *Willow Weep for Me*"

Thursday, October 26th

- ☐ NO CLASS DW AT GENDER STUDIES CONFERENCE

Week 9:

Tuesday, October 31st

- ☐ **WAITING ROOM DESIGN ASSIGNMENT DUE BEFORE CLASS AT NOON**
- ☐ **PRESENT WAITING ROOM DESIGNS AND DISCUSS**
- ☐ **COMPLETE MIDTERM CHECK-INS**

Thursday, November 2nd

- ☐ **Response #4 to *Patient* DUE BEFORE NOON TODAY**

- ☐ Read transcript or listen to podcast FIRST:
<https://www.npr.org/2016/02/16/466942135/remembering-anarcha-lucy-and-betsey-the-mothers-of-modern-gynecology>
- ☐ Bettina Judd, *Patient*

Week 10:

Tuesday, November 7th

- ☐ **WRITING/CATCH-UP DAY—NO CLASS**
- ☐ **Assign proposals with annotated bibliography**

Thursday, November 9th

- ☐ REMOTE DAY—CLASS MEETS ONLINE
- ☐ Robert McRuer, "Compulsory Able-bodiedness and Queer/Disabled Existence"
- ☐ Kai Cheng Thom, *Fierce Femmes and Notorious Liars: A Dangerous Trans Girl's Confabulous Memoir*, 1-101

Weekend Homework: Perform a deliberate act of self-care you don't usually do!

Week 11

Tuesday, November 14th

- ☐ **Response #5 to *Fierce Femmes* DUE BEFORE NOON TODAY**
- ☐ Eli Clare, "On Wanting a Flat Chest" excerpt from *Brilliant Imperfection*
- ☐ Kai Cheng Thom, *Fierce Femmes and Notorious Liars: A Dangerous Trans Girl's Confabulous Memoir*, 102-end

Thursday, November 16th

- ☐ **PROPOSALS WITH ANNOTATED BIB DUE AT NOON (DW will grade promptly for feedback)**
- ☐ **WRITING/SYNTHESIS DAY: Come in with questions about the course, questions about the presentations, concerns about the world, questions about the disability and illness culture, ideas about most and least useful readings, discussions, assignments**
- ☐ **We will also use this time for in-class drafting of papers or outlining of presentations**

Week 12

Tuesday, November 21st

- ☐ TBA

Thursday, November 23rd

- ☐ NO CLASS—UW not in session

Week 13

Tuesday, November 28th

- ☐ **Presentations**

Thursday, November 30th

- ☐ **Presentations**

Week 14

Tuesday, December 5th

- ☐ **Presentations**

Thursday, December 7th

- ☐ **Presentations**
- ☐ **Evaluations**

Week 15

Tuesday Dec 12th

- ☐ DW open office hours to discuss final papers and projects

Monday, Dec 18th —FINAL PAPERS AND PROJECTS DUE