



Gender and Women's Studies

UNIVERSITY OF WISCONSIN-MADISON

Gen&WS 423: *The Female Body in the World: Gender and Contemporary Body Politics in Cross Cultural Perspective*

Instructor: Dr. Katherine Phelps (call me Dr. Kate!)

Office hours: Tuesdays and Thursdays 2:30 – 3:30 p.m. in Sterling 3323

Contact: kphelps@wisc.edu

Office: Sterling 3323

For virtual/online appointments: <https://katherine-7.youcanbook.me/>

3 Credit Course: This intermediate level social science/humanities course fulfills the **social science/humanities** approach and global issue area in the Gender & Women's Studies major.

This class meets for two 75-minute class periods each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc.) for about 3 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

Canvas Course URL: <https://canvas.wisc.edu/courses/295045>

Requisite: Sophomore standing.

Class/Seminar Time: Tuesdays and Thursdays 11:00 – 12:15 p.m.

Location: Sterling 1313

Course Description

"I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer . . . education as the practice of freedom . . . education that connects the will to know with the will to become. Learning is a place where paradise can be created. "
- bell hooks

How do bodies inform lived experience? How are bodies situated in matrices of privilege and oppression? What are the *politics of the body*? Explores the social, cultural, and political construction of the female/feminine body. Considers specifically the bodies of women and girls, transgender and gender nonconforming women, queer people that embody and identify with the feminine, female masculinities, and bodies that identify and are identified as female, as bodies that have historically and traditionally been sites of political contention, of societal meaning making, of cultural symbolism, and active resistance.

Seeks to challenge what we *think we know* about bodies, questioning tacit knowledge and investigating how normative discourses of the female/feminine are formed across cultures, around the world. Considers the impacts of phenomena such as globalization, neoliberalism, “global” feminism, imperialism, capitalism, and human rights movements on cultural conceptions of health, ability, beauty, representation, and the “value” of female/feminine bodies.

Some Course Discussion Themes:

Body politics theory
Privilege, power, and social capital
Oppression, disadvantage, and inequality
Race, color, ethnicity,
Borders, identities, and nations
Biography and the uses of experience
Language, imagery, and meaning making of the body
Intersectionality/intersecting identities
Globalization and the body
Social movements, activism, and body resistance

Course Learning Outcomes

At the completion of this course, *undergraduate* students will be able to:

- Critically analyze and provide concrete examples of how bodies are socially constructed, and how the female/feminine identified body is a site of political and cultural meaning making, contention, and resistance.
- Articulate various theoretical frameworks (feminist theories, colorism, queer theory, disability studies, fat studies, etc.) as they relate to gender, embodiment, and the body, and use them in application of concrete ideas.
- Think, observe, and write critically and analytically and engage thoughtfully in analytic (rather than simply opinionated!) discussions.
- Understand and engage in the process of conducting a literature review and complete a clear, well organized, and thoughtful academic paper or presentation that explores a particular area of interest/scholarship.
- Feel some joy, energy, and curiosity through the learning process!
- Understand the complexity and messiness of social movements and social justice work and recognize why we do it anyway.

At the completion of this course, *graduate* students will also be able to:

- Write an abstract and brief 1-page proposal of a research project/paper that connects to the concepts/frameworks we explore in class
- Create a short annotated bibliography of related literature/scholarship for research project/paper
- Do a 20-minute presentation on your area of research for the class as it relates to our course material

If you are a graduate student, please make plans to meet with me within the first two weeks of the semester to discuss adjusted course expectations and assignments.

REGULAR AND SUBSTANTIVE INTERACTION

This course provides regular and substantive interaction by:

- *Participation in regularly scheduled learning sessions (where there is an opportunity for direct interaction between the student and the qualified instructor).*
- *Assessing or providing feedback on a student's coursework throughout the semester based on the expectations of the learning activities described in the assignments section of this syllabus.*
- *Provide personalized comments (in any medium) for an individual student's assignment or exam.*
- *Actively facilitate an online discussion.*
- *Instructor posts announcements, email, or social media check-ins about academic aspects of the class.*
- *Identify students struggling to reach mastery through observation of discussion activity, assessment completion, or even user activity and offer additional opportunities for interaction.*
- *Use of small working/study groups that are moderated by the instructor.*

ASSIGNMENTS AND GRADING

Participation (250 points - 25% of overall grade): In this class, participation is crucial if you want to do well. This means accessing course readings and viewings, completing assigned readings and viewings on time, coming to class with questions and ideas related to the concepts we are discussing that day, and participating on any Canvas discussions if/when they are assigned. Anticipate between 60 to 80 pages of reading each week and some short viewings, sometimes more, sometimes less. Participation is a substantial part of your final grade. You are required to be in class and required to participate during class discussions and activities. This is a discussion-based course; I want to hear what YOU have to say! Your active participation in class sessions is assessed as part of your grade for this class and makes up 25% of your final grade. During the first few classes, we will discuss what constitutes active participation. (See participation rubric on our course Canvas page)

Topical Body Politics (280 points - 28% of overall grade): In four response papers distributed over the course of the semester, you will choose an article, or website, or advertisement, or other piece of media relating to female/feminine body politics on the world stage that strikes your interest. You will include this media in the response via a web link or pasting the image or ad in the response directly. The responses should be 2-3 pg., double – spaced. What struck you about the media you chose? What questions did it raise for you? I want to see you demonstrate critical thinking and observation of media that we might otherwise pass by. Have an adventure and explore what is out there! These are informal papers so write it in whatever way works best for you (journal style, poetry, essay, reaction, etc.) but I do want to see you using **concepts and ideas from our readings and class discussions**. You should be citing readings from class in these responses (**at least two readings per response**), as well as any other relevant external sources you use. **Be sure to include in-text citations and full references to any sources you use.** You can also share the media you chose for that week to the Canvas open discussion forum so that your fellow students can see what you wrote about. Topical body politics assignments will be due approximately every three weeks and are worth up to 70 points each.

Reading Quizzes (150 points - 15% of overall grade): Over the course of the semester, you will be given 5 reading quizzes. These quizzes will be given at the beginning of class, but **you will not know ahead of**

time when the quizzes will be. Each quiz will have two or three broad based questions on the readings for that week. You are allowed to use notes you have taken for these quizzes, but NO READINGS. Each quiz is worth a total of 30 points, resulting in 150 points, or 15% of your overall grade in the class.

Final Project Topic Selection and Three Sources (50 points – 5% of overall grade): In the first half of the semester, you will be asked to select a topic for your final paper or presentation and provide citations for three academic/scholarly sources related to that topic. This assignment should include a brief paragraph description and rationale for your chosen topic, and full ASA references for three academic sources. This assignment is to help jump start you for the final paper/presentation and to demonstrate your ability in seeking out academic literature related to a particular topic and providing formal citations/references for those sources. Please use ASA citation/reference format for this assignment. Check out Purdue OWL for tips on ASA citation and reference format!

Final Term Paper or Presentation (270 points - 27% of overall grade): At the end of the semester, you will submit a paper OR presentation on a topic of your choosing related to the politics of the female/feminine body and embodiment. Perhaps you want to look at colorism and hierarchies of skin tone across cultures, a comparative study of female fatness and media representation, narratives of health and motherhood in a certain region, femme embodiment and the idea of passing, or femininity and embodiment in a context of physical labor. The sky is the limit! The paper or presentation **must** employ critical thinking and **theoretical frameworks explored in class** in your analysis. You must use at least **three** relevant readings or viewings from the class for your analysis, and additionally cite at least **five** external academic sources in your paper or presentation. Papers will be 8 to 10 pages (not including title or reference page) double-spaced, 1-inch margins, Times New Roman font, ASA citation format. Presentations should be *at least* 15 minutes long (but no more than 25 minutes), presented as a YouTube video, Prezi video, or some other platform that allows for both slides and voice capability. Presentations must also include an ASA format bibliography listing sources used either as a slide or separate document. Papers and presentations also need a title!

Extra Credit: Reflective Statement (Worth up to 20 points – 2% of grade): For extra credit at the end of the semester, you can write a double-spaced, 2 to 3-page reflection on the course and how you have come to identify, understand, and analyze the female/feminine body as a site of social, cultural, and political meaning making. How has your understanding of body politics developed? What theories or frameworks did you find most useful, and how might you continue to apply them in both your academic pursuits and daily life? What questions are you left with? And how did this class impact your understandings of your own body narrative? This reflection should demonstrate to me how you engaged with the class material (both our readings and media), as well as how you engaged with your peers in discussion. Be sure to cite and make references to sources from the class in your reflection!

Final letter grades are as follows:

A	93-100	BC	78-82	F	below 60
AB	88-92	C	70-77		
B	83-87	D	60-69		

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

There is no required textbook for this course.

All required readings and viewings are available on Canvas as web links and PDFs.

HOMEWORK & OTHER ASSIGNMENTS

All assignments to be submitted on Canvas on designated due dates listed in our course calendar at the end of this syllabus, except for reading quizzes, which will be taken in class.

Standard Paper Format – American Sociological Association

The format of each written assignment must adhere to the following guidelines:

- All text is double spaced, no additional spaces between paragraphs
- Each new paragraph is indented
- 12-pt font in Times or Times New Roman
- 1-inch margins
- Reference page in American Sociological Association style
 - <https://owl.english.purdue.edu/owl/resource/583/03/>
 - Alphabetical by authors' last names
 - This does not count in page or word requirements
- Quotations & evidence cited according to ASA style

POLICY ON LATE OR MISSED ASSIGNMENTS***

I want to be as accommodating as possible, and I can do this if you communicate with me. I am glad to provide wiggle room on due dates if it means producing higher quality work. If assignments are submitted more than two weeks past the original due date, *they may not be accepted for credit*, except in the case of extenuating circumstances. If you have a valid reason to turn in an assignment late, please talk to me before the due date if possible. Final papers/presentations must be submitted on the due date because I am up against end of semester grading deadlines. Please plan ahead for the end of the semester!

*****I recognize that we are still operating within a global pandemic – if you need extra time, flexibility, support, or assistance, I just ask that you communicate with me!**

RULES, RIGHTS & RESPONSIBILITIES

- See: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

ACADEMIC INTEGRITY

Institutional syllabus statement: 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.

<https://conduct.students.wisc.edu/syllabus-statement/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

(Language graciously borrowed from Dr. Sami Schalk of UW-Madison Gender and Women's Studies):
I believe everyone has a right to a quality education and that classrooms can adapt to students' needs. If you have ideas on how you can best learn and express your learning in this class, if you have an undocumented disability, or if you have a change in disability status during the semester, I encourage you to meet with me as soon as possible to discuss a learning plan. If you have a documented disability, please provide me your accommodation information within the first two weeks of class. The University accommodation policy reads as follows:

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.

<https://mcburney.wisc.edu/instructor/>

Resources for Academic Assistance:

- The UW Writing Center: <https://writing.wisc.edu/>
- Tutoring and Learning Support Services – <https://newstudent.wisc.edu/academic-support/>
- <https://academicsupport.wisc.edu/>

DIVERSITY & INCLUSION

Institutional Statement on Diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

SEXUAL HARASSMENT & OTHER FORMS OF SEXUAL MISCONDUCT

As an instructor, I am committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, stalking, and sexual exploitation. UW–Madison offers a variety of resources for students impacted by sexual misconduct.

If you wish to seek out free, confidential support, there are a number of [services](#) available on campus and in the community.

If you would like to report sexual misconduct to the campus, a number of [reporting options](#) are available. In addition, each department has staff members, known as Responsible Employees, who can assist you. If you are an undergraduate student, most of the academic and career advisors you work with are designated Responsible Employees. Please note that Responsible Employees are required to report specific disclosures that you share about sexual misconduct to UW-Madison's [Title IX Office](#).

The Department of Gender & Women's Studies has the following Responsible Employees: the Department Chair, Dr. Judy Houck (jahouck@wisc.edu), the Graduate Coordinator, José Ramirez (jramirez27@wisc.edu), and the Undergraduate Advisor, Susan Nelson (susan.nelson@wisc.edu).

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURERS STATEMENT

See more information about privacy of student records and the usage of audio-recorded lectures. Lecture materials and recordings for this course 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.

COURSE EVALUATIONS (AEFIS)

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation. Your feedback helps us continue to offer meaningful curriculum and create the best educational experience for you! UW-Madison uses a digital course evaluation survey tool called AEFIS. For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous.

IMPORTANT NOTES

- 1) This syllabus is to act as a guide and contract for the semester; but it is not set in stone. Each group of students moves at a different pace and gets fascinated by certain topics. I will try to

honor this, and we may find ourselves spending more time on certain topics and less time on others. As such, by choosing to remain in this course, you agree to the above requirements and stipulations. ***I reserve the right to alter this syllabus at any time, but with fair and appropriate warning.***

- 2) I ask you to please put your phones away during class. If you plan to take notes on your phone, please plan to use another device or get a notebook. If I see you answering your phone or text messaging, you will be asked to put it away. If it is a recurring problem, I will ask you to leave the classroom. Our time together in a classroom is precious...let's use this time to be present with each other!
- 3) I will attempt to respond to student emails as promptly as I am able. I will generally check and respond to email between the hours of 9 a.m. and 5 p.m. I will always try to get you a response within 24 hours. Also, please send me emails from either your student email address, or another email address that readily identifies you.

COVID-19 Information:

Students' Rules Rights, & Responsibilities

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.

<https://covidresponse.wisc.edu/>

UW-Madison Face Covering Guidelines

While on campus all employees and students are required to wear [appropriate and properly fitting face coverings](#) while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction Statement (COVID-19)



Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated.

Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

A Final Thought – Important Content Warning

This class will be an open and affirming learning space for all students, regardless of age, race, ethnicity, citizenship status, gender, sex, sexual orientation, size, parental status, religion, ability, or socioeconomic status. As an instructor, I pledge to respect all students based upon these factors, including the use of personal/correct names and pronouns. I encourage open communication among students and myself. Students are welcome and encouraged to share viewpoints relevant to course material, and respectful, relevant debate is encouraged.

At times during the term, we will be discussing topics that may be disturbing, even traumatizing, to some students. The readings and viewings we do in this class can be especially difficult as they deal with the subjects of violences, various forms of oppression, and body related topics such as body image and disordered eating. You are expected to engage with the material, but not to the point of any self-detriment. You will never be required to share something you are not comfortable sharing. However, this does not mean you are exempt from participation. If you ever feel the need to refrain from engaging with the material during one of these discussions, you may always do so without academic penalty. However, I ask that you make me aware of the circumstances. And you will be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, either with the class or with me, I welcome such discussion as an appropriate part of our coursework.

I want to challenge us to remember that we are not the measure of all things. I absolutely encourage the use of experience and personal perspective in framing how we talk about the material, but the goal of the course is to think beyond those experiences and perspectives, and engage in thinking critically about the social, cultural, and political realities of various groups, identities, and social structures. The success of this class is a community effort!

Links to resources for student well-being:

<https://students.wisc.edu/guides/community/>

<https://students.wisc.edu/guides/get-involved/>

<https://students.wisc.edu/guides/health-and-wellness/>

Class/Reading Schedule

(Listed readings/viewings and assignments are due THAT DAY for class!)

<p>Week One: Defining Body Politics</p>	<p>Tuesday 1/25: Introductions, syllabus overview No readings and viewings due</p> <p>Thursday 1/27: Readings and viewings due:</p> <ul style="list-style-type: none"> • Miner, 1956. "Body Ritual Among the Nacirema." <i>American Anthropologist</i> 58(3):503-507. (reading) • Weitz, 1998. "A History of Women's Bodies." In <i>The Politics of Women's Bodies</i> edited by Rose Weitz. New York: Oxford University Press. 3-11. (reading) • The Urgency of Intersectionality – Kimberlé Crenshaw (video) • Bodies as Resistance – Sonya Renee Taylor (video)
<p>Week Two: Theorizing Female and Feminine</p>	<p>Tuesday 2/1: Readings and viewings due:</p> <ul style="list-style-type: none"> • Bartky, Sandra 1988. "Foucault, Femininity, and the Modernization of Patriarchal Power." 93-109. (reading) • Bordo, 1993. "The Body and the Reproduction of Femininity." In <i>Unbearable Weight: Feminism, Western Culture, and the Body</i>. Berkeley: University of California Press. 165-184. (reading) <p>Thursday 2/3: Body mapping in-class exercise Readings and viewings due:</p> <ul style="list-style-type: none"> • Bobel and Kwan, 2019, Body Battlegrounds, Introduction (reading) • Mapping Embodiment at UW-Madison, video and exhibit (video)
<p>Week Three: Controlling Othered Bodies</p>	<p>Tuesday 2/8: Readings and viewings due:</p> <ul style="list-style-type: none"> • Introductions to Queer Theory - https://guides.library.illinois.edu/queertheory/background - https://haenfler.sites.grinnell.edu/subcultural-theory-and-theorists/queer-theory/ (reading) • The Gender Tag – TED talk (video) • What is Female Masculinity? (video) • The Aesthetics of Survival – Hari Nef (video) • Marques, Ana. 2019. Displaying Gender: Transgender People's Strategies in Everyday Life. (reading) <p>Thursday 2/10: Readings and viewings due:</p> <ul style="list-style-type: none"> • Calafell, Bernadette Marie. 2017. "Brown Queer Bodies." <i>Qualitative Inquiry</i> 23(7): 511-512. (reading) • Collins, Patricia Hill. "Defining Black Feminist Thought."

	<ul style="list-style-type: none"> • hooks, bell. 1992. "Eating the Other: Desire and Resistance." In <i>Black Looks: Race and Representation</i>. Boston: South End Press. 366-380. (reading) • Beyoncé – Formation (video) • Like Totally Whatever - Melissa Lozada Oliva (video) <p>Supplemental Viewing (not required) – Black Female Voices – Who is Listening? http://www.racismreview.com/blog/2014/01/30/engaging-black-feminist-thought/</p> <p><i>Topical Body Politics One due by midnight on Canvas</i></p>
<p>Week Four: Colorism and the Politics of Skin Tone</p>	<p>Tuesday 2/15: Readings and viewings due:</p> <ul style="list-style-type: none"> • Hunter, 2007. "The Persistent Problem of Colorism: Skin Tone, Status, and Inequality." <i>Sociology Compass</i> 1/1:237-254. (reading) • Quiros, and Dawson, B. A. 2013. "The Color Paradigm: The Impact of Colorism on the Racial Identity and Identification of Latinas." <i>Journal of Human Behavior in the Social Environment</i> 23: 287-297. (reading) • Rosario, Minor, and Rogers. 2021. "Oh You're Pretty for a Dark Skinned Girl." <i>Journal of Adolescent Research</i>. <p>Thursday 2/17: Readings and viewings due:</p> <ul style="list-style-type: none"> • Nakano Glenn, 2008. "Yearning for Lightness: Transnational Circuits in the Marketing and Consumption of Skin Lighteners." <i>Gender and Society</i> 22(3): 281-302. (reading) • Skin Lightening is Fraught with Risk, But it Still Thrives in the Asian Beauty Market – Here's Why, Noble, 2019 (reading) • Hollywood's Colorism Problem ICYMI (video) • Hall, 2021, Women of color spend more than \$8 billion on bleaching creams worldwide every year. https://theconversation.com/women-of-color-spend-more-than-8-billion-on-bleaching-creams-worldwide-every-year-153178 • Van Hout and Wazaify. 2021. Parallel Discourses: Leveraging the Black Lives Matter Movement to Fight Colorism and Skin Bleaching Practices.
<p>Week Five: Does Size Matter?</p>	<p>Tuesday 2/22: Readings and viewings Due:</p> <ul style="list-style-type: none"> • Murray, Samantha 2007. "Corporeal Knowledges and Deviant Bodies: Perceiving the Fat Body." <i>Social Semiotics</i> 17(3): 361-373. (reading) • Erdman Farrell, Amy 2011. "Fat and the Uncivilized Body." In <i>Fat Shame</i> by A. Erdman Farrell. New York: New York University Press. 59-81. (reading)

	<p>Thursday 2/24:</p> <p>Readings and Viewings due:</p> <ul style="list-style-type: none"> • Taylor, Allison. 2021. "What's Queer about Fat Studies Now?" <i>The Routledge International Handbook of Fat Studies</i>. (reading) • Dionne, Here's What Fat Acceptance Is and What It Isn't (reading) • Rachel Wiley – The Fat Joke (video) • Gardiner, "Fatphobia, Ableism, and the Covid-19 Pandemic" (reading) • Jennings, The Paradox of Online Body Positivity, 2021 (reading) https://www.vox.com/the-goods/22226997/body-positivity-instagram-tiktok-fatphobia-social-media <p>Supplemental Reading (not required):</p> <p>Ela Przybylo and Breanne Fahs, 2021, Fatness, friendship, and "corpu-allyhood" stratagems</p>
<p>Week Six:</p> <p>Constructing the Mother Body</p>	<p>Tuesday 3/1:</p> <p>Readings and viewings due:</p> <ul style="list-style-type: none"> • Greil, A. 2011. The Social Construction of Infertility. <i>Sociology Compass</i> 5/8 (2011): 736–746. (reading) • Parker, George and Pause, Cat. 2018. "I'm Just a Woman Having a Baby': Negotiating and Resisting the Problematization of Pregnancy Fatness." <i>Frontiers in Sociology</i> 3(5): 1-10. (reading) • 4th Trimester Bodies Project (explore) - https://www.4thtrimesterbodiesproject.com/ • Besse et al. 2020. Experiences with Achieving Pregnancy and Giving Birth Among Transgender Men. (reading) <p>Thursday 3/3:</p> <p>Guest Speaker – J. Dale Gardner, Full Spectrum Doula</p> <p>Readings and viewings due:</p> <ul style="list-style-type: none"> • Basile, Monica. "Radical Doulas, Childbirth Activism, and the Politics of Embodiment." In <i>Body Battlegrounds</i>. 23-37. (reading) • Villarosa, "Why America's Black Mothers and Babies are in a Life or Death Crisis", <i>New York Times</i> (reading) • A Doula and the Doctors who Failed Her (video) <p>Topical Body Politics Two due by midnight on Canvas</p>
<p>Week Seven:</p> <p>Bodies and Borders</p>	<p>Tuesday 3/8:</p> <p>Readings and viewings due:</p> <ul style="list-style-type: none"> • Beckmann Al Wazni, 2015. "Muslim Women in America and Hijab." <i>Social Work</i> 60(4): 325-333. (reading) • Muslim Girls Get Real About the Hijab – Teen Vogue (video)

	<ul style="list-style-type: none"> • Sudbury, Julia. 2005. "Celling Black Bodies: Black Women in the Global Prison Industrial Complex." <i>Feminist Review</i> 80:162-179. (reading) • American Prisons are Hell, For Women They're Even Worse (video) https://www.pbs.org/newshour/show/american-prisons-are-hell-for-women-theyre-even-worse <p>Thursday 3/10: Readings and viewings due:</p> <ul style="list-style-type: none"> • Anzaldua, 1997. "La conciencia de la mestiza: Towards a New Consciousness." In <i>Writing on the Body</i> edited by K. Conboy, N. Medina, and S. Stanbury. New York: Columbia University Press. (reading) • To Live in the Borderlands – Anzaldua (reading) • Melissa Lozada Oliva – My Spanish (video) <p>Final Project Topic Selection and Three Sources Assignment due by midnight on Canvas</p>
SPRING BREAK	No class
<p>Week Eight: Disability and Gender Embodiment</p>	<p>Tuesday 3/22: Readings and viewings due:</p> <ul style="list-style-type: none"> • Inahara, Minae. 2009. "The Body Which is Not One: The Body, Femininity, and Disability." <i>Body and Society</i> 15(1): 47-62. (reading) • Wendell, Susan. "Feminism, Disability, and Transcendence of the Body." <i>Canadian Woman Studies</i>. (reading) • Stran, Margaret. "Sitting and Resisting: How Using a Wheelchair Confronts Ideas of Normal." In <i>Body Battlegrounds</i>. 228-230. (reading) • Disability Visibility Project (explore) <p>Thursday 3/24: Readings and viewings due:</p> <ul style="list-style-type: none"> • Tepper, Mitchell. 2000. "Sexuality and Disability: The Missing Discourse of Pleasure." <i>Sexuality and Disability</i> 18(4): 283-290. (reading) • Natasha Alexander & Miriam Taylor Gomez. 2017. "Pleasure, sex, prohibition, intellectual disability, and dangerous ideas." <i>Reproductive Health Matters</i>, 25:50, 114-120. (reading) • Asexuality in Disability Narratives – Kim (reading) • Inside the Controversial World of Medically Assisted Sex, VICE (video) • Nobody Cat Calls the Woman in the Wheelchair – Whaley (reading)
<p>Week Nine: Girlhoods</p>	<p>Tuesday 3/29: Readings and viewings due:</p>

	<ul style="list-style-type: none"> • What Young Women Believe About Their Own Sexual Pleasure – TED talk (video) • Burnette, C. et al. 2017. “I Don’t Need People to Tell Me I’m Pretty on Social Media”: A Qualitative Study of Social Media and Body Image in Early Adolescent Girls.” <i>Body Image</i> 23: 114-125. (reading) • Mitchell, 2013 The Sorority Body Image Problem (reading) <p>Thursday 3/31: Readings and viewings due:</p> <ul style="list-style-type: none"> • Nunn, Nia Michelle. 2016. “Super-Girl: Strength and Sadness in Black Girlhood.” (reading) • Sisterhood Album – Action & Healing – Girls Who Code (video) • Shasparay – Black Girl Magic (video) • Why Black Girls are Targeted for Punishment at School – And How to Change That – Monique W. Morris (video) • Kirk, Mitchell, and Reid-Walsh. 2010. “Toward Political Agency for Girls: Mapping the Discourses of Girlhood Globally.” (reading) <p>Topical Body Politics Three due by midnight on Canvas</p>
<p>Week Ten: Aging Embodiment and Rest Day!</p>	<p>Tuesday 4/5: Readings and viewings due:</p> <ul style="list-style-type: none"> • Akiko Busch, The Invisibility of Older Women, 2019 (reading) • Hurd Clarke and Griffin, 2008, “Body Image and Aging: Older Women and the Embodiment of Trauma” <i>Women’s Studies International Forum</i> (reading) • Rajin-Rankin, 2018, “Race, embodiment, and later life: Re-animating Aging Bodies of Color” <i>Journal of Aging Studies</i> (reading) • Why We Need More Stories of Aging Women on TV and in Movies – TED Talk (video) https://www.youtube.com/watch?v=0kXlwXbVPw0&ab_channel=TEDxTalks <p>Thursday 4/7: No class! No readings and viewings! Rest and recharge and be sure to check out the proceedings for the annual GWS Consortium Conference, April 7th – April 9th, 2022 https://consortium.gws.wisc.edu/conference-2022/</p>
<p>Week Eleven: Working and Labor and the Body</p>	<p>Tuesday 4/12: Readings and viewings due:</p> <ul style="list-style-type: none"> • Fernandes, and Leite, R. 2016. “Embodied Women in the Work Context: The Case of Portugese Businesswomen and Their Female Subordinates.” <i>Women’s Studies International Forum</i> 56: 45-55. (reading)

	<ul style="list-style-type: none"> • Maven, Sharon and Grandy, 2016. "Women Elite Leaders Doing Respectable Business Femininity: How Privilege is Conferred, Contested and Defended Through the Body." <i>Gender, Work, and Organization</i> 23(4): 379-396. (reading) • AOC Beauty Routine (video) <p>Thursday 4/14: Readings and viewings due:</p> <ul style="list-style-type: none"> • <i>Chain of Love</i> documentary – Access through UW Madison Library (video) • Lokot and Bhatia, 2020. <i>Unequal and Invisible</i> (reading)
<p>Week Twelve: Politics of the Face</p>	<p>Tuesday 4/19: Readings and viewings due:</p> <ul style="list-style-type: none"> • Laine Talley, Heather. 2014. <i>Saving Face</i>. Chapters 1 and 3. pgs. 7-23, 47-75 • Changing Faces website (explore) <p>Thursday 4/21: Readings and viewings due:</p> <ul style="list-style-type: none"> • Laine Talley, Heather. 2014. <i>Saving Face</i>. Chapter 5, 106-144. • <i>Saving Face</i> documentary short ~ 40 minutes (video) <p>Topical Body Politics Four due by midnight on Canvas</p>
<p>Week Thirteen: Gendered Embodiment and Violences</p>	<p>Tuesday 4/26: Readings and viewings due:</p> <ul style="list-style-type: none"> • Kaye, Julie. 2016. "Reconciliation in the Context of Settler-Colonial Gender Violence." <i>Canadian Review of Sociology</i> 53(4): 461-467. (reading) • Coalition to Stop Violence Against Native Women (explore) • Presley, 2020. <i>Embodied Liminality and Gendered State Violence</i> (reading) <p>Thursday 4/28: (In-class body mapping exercise) Readings and viewings due:</p> <ul style="list-style-type: none"> • Sweet, Elizabeth and Escalante, Sara 2015. "Bringing Bodies Into Planning: Visceral Methods, Fear and Gender." <i>Urban Studies</i> 52(10): 1826-1845. (reading) • Lidia Yuknavitch – <i>Explicit Violence</i> (reading)
<p>Week Fourteen: Movements and Resistance</p>	<p>Tuesday 5/3: Readings due:</p> <ul style="list-style-type: none"> • Yuen-Thompson, Becky. 2015. "I Want to be Covered: Heavily Tattooed Women Challenge the Dominant Beauty Culture." <i>Covered In Ink: Tattoos, Women, and the Politics of the Body</i>.

	<ul style="list-style-type: none">• Fahs, Breanne. "Body Hair Battlegrounds." In <i>Body Battlegrounds</i>. 11-22. (reading)• Slut Walk images (explore) <p>Thursday 5/5: Readings and viewings due: No readings and viewings due, course reflections, final project Q and A</p>
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Final Papers/Presentations due Monday May 9th by midnight on Canvas – no late final projects accepted! Please plan ahead!