

The Female Body in the World

GWS 423
The Female Body in the
World: Gender and
Contemporary Body
Politics in Cross Cultural
Perspective

Dr. Kate Phelps
(call me Dr. Kate!)
she/they

Spring 2025
Jan. 21st – May 2nd
In-person course
Tu/Th 1:00 – 2:15 p.m.
Noland 119



Gender and Women's Studies

UNIVERSITY OF WISCONSIN-MADISON

"The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom."

- bell hooks

On behalf of UW-Madison and the Department of Gender and Women's Studies, we invite reflection, collaboration, and ongoing action in acknowledging that our University of Wisconsin-Madison campus, here on the shores of Waaksikhomik (wunk-shick-HOME-ick-la, or Lake Mendota), resides within the sacred homeland of the Hoocąk (Ho-Chunk) people, a place they call Teejop (day-JOPE, or Four Lakes). And as the reach of the university extends to the far corners of our state, we also respectfully recognize the inherent sovereignty of the 12 First Nations of Wisconsin.

Our land grant university could not have been established or sustained were it not for state and federally sponsored settler colonialism that has dispossessed and displaced Native nations and communities across our state. We continually confront the outcomes of unjust land treaties and the harm caused by our university's complicity with policies of cultural and physical genocide as we seek reconciliation with Indigenous nations and communities of Wisconsin. With a spirit of humility and openness, we pledge to do the hard work of reflection, truth-telling, and reparation so that we can move toward transformative healing.

<https://tribalrelations.wisc.edu/resources/land-acknowledgement-guidance/>

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

Enroll Info: None, Prerequisite: Sophomore standing

Course Canvas link: <https://canvas.wisc.edu/courses/448640>

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.

Course Description

How do bodies inform lived experience? How are bodies situated in matrices of privilege and oppression? What are the *politics of bodies*? Explores the social, cultural, and political construction of the female/feminine/femme body. Considers specifically the bodies of women and girls, transgender and gender nonconforming women and girls, queer people that embody and identify with the feminine/femme, female masculinities, and bodies that identify and are identified as female/feminine/femme, 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/femme 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/femme bodies.

Some Course Discussion Themes

Body politics theory
Girlhoods and Aging/The life course
Biography/the use of experience
Privilege, power, and social capital
Systemic and individual discrimination
Social movements, activism, resistance

Race and color and ethnicity
Motherhood and pregnant embodiment
Disabilities
Queer theory and embodiment
Intersectionality/intersecting identities
Capitalism, neoliberalism, globalization

Course Learning Objectives

Objective

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 and writing assignments

Understand and engage in the process of conducting a literature review and complete a clear, well organized, and thoughtful academic paper that explores a particular area of scholarship related to body politics.

Understand the complexity and messiness of social movement and social justice work and recognize why we do it anyway.

Find your growing edge and feel some joy, energy, and curiosity through the learning process!

******Graduate students: please make a meeting with me in the first couple weeks of the semester to discuss graduate expectations for the course!******

REGULAR AND SUBSTANTIVE INTERACTION

This course provides regular and substantive interaction by:

- 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.
- Participation in regularly scheduled learning sessions (where there is an opportunity for direct interaction between the student and the qualified instructor).
- Provide personalized comments (in any medium) for an individual student's assignment or exam.
- 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.

Hello there!

I'm Dr. Kate! Please call me Dr. Kate!

My pronouns are she/they.

I teach body politics, fat studies, feminist theory, food politics, intro level classes, and special topics courses!

I have a PhD in sociology and my research is in body politics, embodiment, girlhood studies, fat studies, digital sociology, and arts-based methodology.

Contact info:

kphelps@wisc.edu

Student hours: Thurs 11 a.m. - noon (in person) and by appointment (in person or virtual).

(Student hours are "office hours"

but I don't like that term. The place isn't the thing that matters...you are!)

Office: Sterling 3418

Things I like:

My children, Kraemer & Vivian!

My partner Joe!

My family and friends!

Ultimate frisbee!

Tattoos!

Coffee!

Singing and playing ukulele!

Riding my bicycle!

Podcasts!

Campfires and the woods!

Broad City (it's a show)!

Baking and baked goods!

Canoeing and kayaking!

Plants!

This is me!



Required Texts:

All class readings and viewings are available in PDF and web link form on Canvas. There are no texts you need to purchase for this course.



A Note on Attendance:

My general expectation is that you be in class. I certainly understand life happens – people get sick, people have competing demands, BUT taking this class means being a part of an accountable community – to me, to your peers, to the material, and to the learning. My interest is what you take from the course, and that does not happen in a vacuum. It happens through how we engage with the readings and viewings, and with each other, and how we show up. You can trust that I will show up. I will be here, bringing energy and insight, and communicating with you if extenuating circumstances arise and if we need to change modality or cancel class for any reason. Three unexcused absences are all good, missing more than six classes (or three total weeks of class), will result in decrease of your overall grade, and if missing more than 8 classes, I will gently encourage you to drop the course and take it at a time when you can commit to it. If you are someone with accessibility concerns around attendance, please come see me so we can plan and be in communication about your needs. I am here to ensure we can create opportunities for success in this course! Let's have a rad semester! Thank you!!

Class Engagement (300 points total - 30% of overall grade):

In this class, engagement 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, sometimes more, sometimes less. Engagement is a substantial part of your final grade. **You are required to be in class and required to engage during class discussions, both small group and large group, as well as class activities.** This is a discussion-based course; I want to hear what YOU have to say! Engagement includes participation in class discussions, visiting with me during student hours, sharing media and further readings on Canvas, engaging with your classmates, and overall demonstrating your arc of learning in the class.

Your active engagement in class sessions is assessed as part of your grade for this class and makes up 250 points, or 25% of your final grade. During the first few classes, we will discuss what constitutes active participation. A rubric for participation can be found under Assignments on Canvas.

Also **as part of this engagement grade**, you will be asked to complete five brief assessments:

- Student feedback survey (week four)
- Self-assessment on participation/discussion (week eight)
- Group-assessment on participation/discussion (week eight)
- Self-assessment on participation/discussion (week twelve)
- Group-assessment on participation/discussion (week twelve)

These assessments can be accessed and submitted on Canvas and will be factored into your overall engagement grade at the end of the semester (**Total of 50 points, or 5% of your overall grade**)

Small Group Canvas Discussions (Reading Responses): (130 points – 13% of overall grade):

At the beginning of the semester, you will be assigned a small group on Canvas of 4 to 5 peers. You will be responsible for providing a Canvas discussion post to that small group **EACH WEEK** by Thursdays at midnight – reflecting on discussion in class that week, digging more deeply into material, and demonstrating your comprehension of the readings.

I expect a solid discussion board post due by Thursday at midnight of each week that **specifically addresses and references the course readings and viewings** and answers questions in the discussion prompt (approximately 200 – 250 words for initial posts). And at least **TWO substantial** peer responses (at least 100 words each) are due each week in your small group by Friday at midnight.

A rubric for discussion board posts is available under Rubrics on Canvas.

Thirteen weeks of Canvas discussion posts –

6 points for each initial post (due Thursdays by midnight)

2 points for each peer response (2 responses due Fridays by midnight)

= 10 points total for each week of discussion (13 total weeks, 130 total points)

These discussion posts/reading responses can draw on the following:

- **Integrate:** speak to something about the content/topic for the week that you already knew or cared about, think about your positionality/social location related to the content
- **Wander:** Ask a question about the readings and/or speak to something you didn't know
- **Reflect:** Offer a brief paragraph that synthesizes the content and offers reflection on what you took from the content

Topical Body Politics Responses (200 points – 20% of overall grade):

In two response papers, you will choose an article, website, advertisement, or other piece of media relating to gender and 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 at least 3 pg., double – spaced, no more than 4 pages. 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 response papers so write them with first person voice and be sure to demonstrate critical analysis by applying **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 in ASA format.** 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 are 100 points each – one due in the first half of the semester, and one due in the second half.

A rubric for the topical body politics responses is available under Rubrics on Canvas.

Topic and Five Sources (50 points - 5% of overall grade):

Partway through the spring semester, you will be asked to select a topic for your final paper and provide citations for *five* academic/scholarly sources related to that topic. These sources must

be academic or scholarly sources, ideally from peer reviewed journals or published texts. This assignment is to help jump start you for the final paper and to demonstrate your ability in seeking out academic literature related to a particular topic and providing formal citations for those sources. The assignment should include a paragraph explanation of your chosen topic, and the five sources listed in ASA reference format. Check out Purdue OWL for tips on ASA citation and reference format!

A rubric for the topic and five sources assignment is available under Rubrics on Canvas.

Final Paper (240 points - 24% of overall grade):

Near the end of the semester, you will submit a paper on the topic of your choosing related to the course material. Perhaps you want to look at colorism and hierarchies of skin tone across cultures, a comparative study of female/feminine 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 must use critical thinking and theoretical frameworks explored in class in the analysis. You must use relevant readings and viewings from the class for your analysis (at least **THREE** readings or viewings from the class) and additionally cite at least **FIVE** external academic sources in your paper/presentation (you can use the sources from your topic and five sources assignment, but you are also not bound to these sources if you find different ones). Papers should be 8-10 pages, double-spaced, 1-inch margins, Times New Roman font, ASA citation and reference format. All papers need a title and a reference page. Page count does NOT include reference page.

A rubric for the final paper is available under Rubrics on Canvas.

Reflective Statement (80 points – 8% of overall grade):

At the end of the semester, you will write a double-spaced, 2-page reflection on the course and how you have come to identify, understand, and analyze the female/feminine/femme 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 class discussions. **Be sure to cite and make references to at least THREE sources from the class in your reflection!**

A rubric for the reflection is available under Rubrics on Canvas.

Course Grading Scale:

A = 94-100 AB= 88-93 B = 83-87 BC = 78-82 C = 70 – 77 D = 60-69 F = below 60

*****Grades that are resting in between (for example, 93.5) will be rounded up in consideration of engagement, participation, receptivity and implementation of feedback, and overall quality of work in the class.***

All assignments to be submitted on Canvas on designated due dates listed in our course calendar on Canvas and at the end of this syllabus.

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

Late Work Policy

Deadlines are an important part of life, and we will strive to meet them in this class. I also recognize that your lives, like mine, are complex and our shared classroom is but a part of a larger whole. So please contact me if there are any obstacles getting your way of participation and engagement or meeting due dates. I am much more interested in working with you on solutions to those problems than I am in being punitive. My top priority is for you to succeed in this class, to become a stronger reader, writer, and thinker, to grow your academic abilities, and your confidence in your work.

If an assignment is between 1 and 3 days late, you will incur a penalty of 10% off your total grade for that assignment. 4 to 7 days late, 15% off. Between 7 and 14 days, 25% off. Assignments more than a week late can only earn up to 75% of the total amount of points. Beyond two weeks, the assignment grade drops to zero.

If you have a valid reason to turn in an assignment late, you must try to talk to me before the due date if that's possible. **Assignments submitted more than two weeks past the original due date will be considered a zero, except in the case of extenuating circumstances that were *communicated to me in advance*.**

Small group discussion must be submitted during the week it is due, and are not accepted for credit past the due date.

The final project must be submitted on the due date.

No late work will be considered past the last day of the semester.

If you need extra time, flexibility, support, or assistance, I ask that you please communicate with me in advance – emailing me a few hours before an assignment is due is not asking for an extension. Please be considerate of deadlines!

RULES, RIGHTS & RESPONSIBILITIES

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

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

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

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/>

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/>

Other notable and important resources for students:

- <https://tribalrelations.wisc.edu/resources/native-students/> Tribal Relations UW
- <https://msc.wisc.edu/find-community-support/> - Finding Community at UW-Madison
- <https://msc.wisc.edu/identity-centers/> - UW Madison Identity Centers



Plagiarism

You are expected to always do your own work. Academic dishonesty is defined as the unauthorized use of assistance with intent to deceive a faculty member or another person assigned to evaluate work submitted to meet course and program requirements. Plagiarism is the unauthorized use of someone else's materials (book, article, graphics, etc.) without citing the source or using that work as one's own without proper documentation.

To avoid any problems, please make sure that you understand the following information: Distinguishing your words and ideas from those of someone else is an important skill for this class. A case of extensive plagiarism (full paragraphs lifted from someone else's work), repeated plagiarism, or "recycling" a paper (submitting a paper for more than one class) could result in significant grade penalties and potential failure of the class. If you have any questions about using sources, please ask me!

Some examples of plagiarism are:

- Using a phrase or a sentence from a source without acknowledging that source (e.g. without putting quotation marks around the quoted material and without mentioning the author)

- Borrowing specific ideas from another writer without acknowledging your source, even if you write the idea in your own words
- Cutting and pasting text from the Internet into your paper without acknowledging the source
- Handing in a paper under your name that has been written by someone else (e.g. downloading an essay from the Internet and handing it in as your own)

If I suspect a violation of the Academic Honesty policy, I am required to:

- Notify the student in writing and meet face-to-face to discuss suspected violation.
- Report the suspected violation to the Office of Student Affairs.
- Initiate formal hearing procedures if an informal resolution cannot be achieved.

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.

For more information on UW-Madison plagiarism policy:

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

Accessibility 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/>

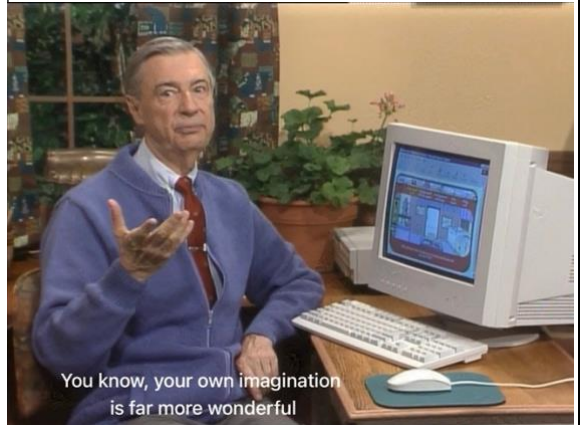
A Note about A.I.

This class is about thinking critically and developing your scholarly voice.

You may use AI programs (e.g., ChatGPT) to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic.

Use may also stifle your own independent thinking and creativity, and that contradicts the point of the work we are doing here.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be **cited like any other reference material** (with due consideration for the quality of the reference), and you must submit a gradebook COMMENT with the assignment submission that you used an AI program. Any plagiarism or other form of academic dishonesty will be dealt with in keeping with class and university policy.



Class Community Statement and Content Warning

This class will be an open and affirming learning space for all students, regardless of size, ability, age, race, ethnicity, citizenship status, familial status, gender, sex, sexual orientation, religion, or socioeconomic status. As an instructor, I pledge to respect all students based upon these factors, including the use of correct names and pronouns in the space. 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 embodied experiences. 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. We will embrace discomfort in this class as we seek to unlearn systems of oppression and discrimination. This means critically considering our own identities and beliefs which can be difficult, but an important aspect of our work together. *If you ever feel the need to refrain from engaging with the material during discussion, 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!

Classroom Norms for Participation/Discussion:

- Presume positive intentions – we are coming from different social locations
- Listen attentively and intentionally
- Aim for shared participation and broad collaboration
- Engage respectfully always
- Respect boundaries
- Commit to building an accountable community

Important Notes! Please read!!

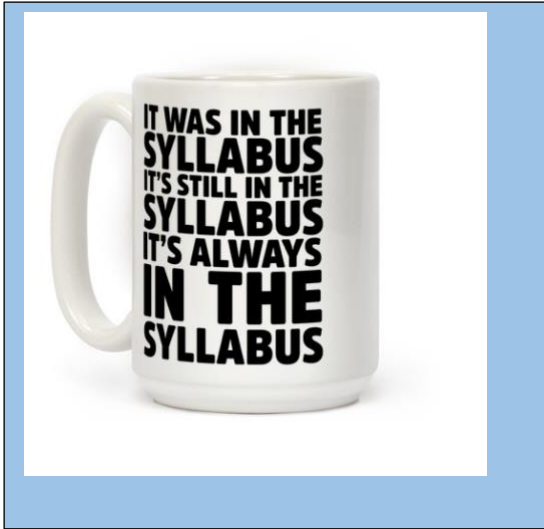
This syllabus is to act as a guide for the semester, but it is not set in stone. Certain due dates for assignments may shift slightly – but I will do everything I can to make sure people are fully aware of changes well in advance. ***I reserve the right to alter this syllabus at any time, but with fair and appropriate warning. Please think of this syllabus as a contract for the course*** - by choosing to remain in this course, you agree to all the addressed requirements and stipulations.

Keep this syllabus very handy! It has the information you need! As does our Canvas page! Be sure to spend time **really reading** the syllabus and exploring our course Canvas page! Thank you!

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. ***Please send me emails from either your student email address, or another email address that readily identifies you. And please always include a subject line in the email, as well as a greeting, and sign your name! Thank you!***

Assignments will be graded up to two weeks after submission, often it will be less. Thank you for your patience as I ensure quality assessment and grant time to give specific feedback. Please see assignment rubrics for further expectations and breakdown of how assignments are graded. ***I also ask that you please wait a full 24 hours after grades are released and look through any feedback before emailing me about a grade discrepancy or concern.***

Fair warning: we read a lot in this class! Reading is crucial! 😊



You can certainly always email me, but if you do have a question about the class...

Please check the syllabus or talk to a classmate first!
Thank you!

Course Calendar and Assignment Due Dates:

<p>Week One: Welcome and Theorizing the Body</p>	<p>Tuesday 1/21 No readings and viewings due Welcome! Introductions and going over the syllabus</p> <p>Thursday 1/23 Readings and Viewings Due:</p> <ul style="list-style-type: none"> • Bobel and Kwan, 2019, Body Battlegrounds, Introduction (reading) • The Urgency of Intersectionality – Kimberlé Crenshaw (video) • Horace Miner, 1956. "Body Ritual Among the Nacirema." <i>American Anthropologist</i> 58(3):503-507. (reading) • Bartky, Sandra Lee. 1988. Foucault, Femininity, and the Modernization of Patriarchal Power (reading) <p>More to Explore (Not Required):</p> <ul style="list-style-type: none"> • Shifting Analytics and Linking Theories – Falcon and Nash, 2015 (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) • Teaching the 12,000 Year Human Story of Campus (viewing)
<p>Week Two: Gender Refresh!</p>	<p>Tuesday 1/28 Readings and viewings due:</p> <ul style="list-style-type: none"> • Ehrensaft, 2023. The Small ts and the Gender Binary Shake-up (reading) • The Same Difference: Gender Roles in the Black Lesbian

	<p>Community, 2015 (video – access via UW Madison Kanopy platform)</p> <ul style="list-style-type: none"> • The Gender Tag – TED talk (video) <p>Thursday 1/30 Dr. Kate on the road! No class! No readings and viewings due!</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> • Small group discussion post due Thursday 1/30 by midnight on Canvas • Peer responses on small group discussion due Friday 1/31 by midnight on Canvas <p>More to Explore (Not Required):</p> <ul style="list-style-type: none"> • Marques, Ana. 2019. Displaying Gender: Transgender People’s Strategies in Everyday Life. (reading) • https://www.pbs.org/independentlens/content/two-spirits_map.html/ - Map of Gender Diverse Cultures (explore)
<p>Week Three: Girlhoods</p>	<p>Tuesday 2/4 Readings and viewings due:</p> <ul style="list-style-type: none"> • Vanner, Catherine. 2019. Toward a Definition of Transnational Girlhood.” <i>Girlhood Studies</i>. 12(2): 115-132. (reading) • Lao et al. 2024. Sparkles, Unicorns, Fair-skinned, Tanned. (reading) • Brickman, 2019, Queering Girlhoods (reading) <p>Thursday 2/6 Readings and viewings due:</p> <ul style="list-style-type: none"> • Pushout documentary – access on UW Madison library Kanopy database (video) • Shasparay – Black Girl Magic (video) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Small group discussion post due Thursday 2/6 by midnight on Canvas • Peer responses on small group discussion due Friday 2/7 by midnight on Canvas
<p>Week Four: Colorism</p>	<p>Tuesday 2/11 Readings and viewings due:</p> <ul style="list-style-type: none"> • strmic-pawl hephzibah v., Gonlin V, Garner S. Color in Context: Three Angles on Contemporary Colorism. <i>Sociology of Race and Ethnicity</i>. 2021;7(3):289-303. (reading)

	<ul style="list-style-type: none"> • Fils-Aime, 2021, The Effects of Colorism on Belongingness in College Students, senior paper (reading) • Moran, 2024, Colorism and Its Effects on Self Perception (reading) <p>Thursday 2/13 Readings and viewings due:</p> <ul style="list-style-type: none"> • Thomas, Lynn. 2020. "A Layered History." Beneath the Surface: A Transnational History of Skin Lighteners. (reading) • Ellis and Destine, 2022, Color Capital (reading) • "Skin lightening is an \$8.6 billion industry. This woman is trying to stop it" (video) • Why People Risk Their Lives to Bleach Their Skin Shady Refinery29 (video) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Small group discussion post due Thursday 2/13 by midnight on Canvas • Peer responses on small group discussion due Friday 2/14 by midnight on Canvas • Week Four Student Feedback Survey due Friday 2/14 by midnight on Canvas <p>More to Explore (Not Required):</p> <ul style="list-style-type: none"> • Skin Lightening is Fraught with Risk, but it Still Thrives in the Asian Beauty Market – Here's Why, Noble, 2019 (reading) • Rosario, Minor, and Rogers. 2021. "Oh You're Pretty for a Dark Skinned Girl." <i>Journal of Adolescent Research</i>. (reading) • Sisoko et al. 2023. Into and Through the School-to-Prison Pipeline: The Impact of Colorism on the Criminalization of Black Girls (reading)
<p>Week Five: The Dating Game</p>	<p>Tuesday 2/18 Readings and viewings due:</p> <ul style="list-style-type: none"> • What Young Women Believe About Their Own Sexual Pleasure – TED talk, Peggy Orenstein (video) • Christensen, 2021, Tindersluts and Tinderellas (reading) • Byron et al. 2021. Hooking Up with Friends (reading) <p>Thursday 2/20 Readings and viewings due:</p> <ul style="list-style-type: none"> • Lee and Jeong. 2021. The 4B Movement: envisioning a feminist

	<p>future with/in a nonreproductive future in Korea. (reading)</p> <ul style="list-style-type: none"> • Asian Brides for Sale: 101 East, 2012 (video) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Small group discussion post due Thursday 2/20 by midnight on Canvas • Peer responses on small group discussion due Friday 2/21 by midnight on Canvas • Topical Body Politics response one due Sunday 2/23 by midnight on Canvas <p>More to Explore (Not Required):</p> <ul style="list-style-type: none"> • Dating Beyond Borders podcast #32 – Why Cultural Differences Can Break Your Relationship (watch/listen) https://www.youtube.com/watch?v=END80pg3YYw&ab_channel=DatingBeyondBordersPodcast • hooks, bell. 1992. “Eating the Other: Desire and Resistance.” In <i>Black Looks: Race and Representation</i>. Boston: South End Press. 366-380. (reading)
<p>Week Six: Abortion and Reproductive Justice</p>	<p>Tuesday 2/25 Readings and viewings due:</p> <ul style="list-style-type: none"> • Personhood documentary, 2019 (video) – available on UW Madison Kanopy platform • Taylor, Luke. 2022. How South America became a global role model for abortion rights (reading) • Kumar, Anu. 2023. Activism for Abortion Rights and Access Is Global (reading) <p>Thursday 2/27 Readings and viewings due:</p> <ul style="list-style-type: none"> • McKenzie et al. 2022. Indigenous Women’s Resistance of Colonial Policies, Practices, and Reproductive Coercion. <i>Qualitative health research</i>, 2022, Vol.32 (7), p.1031-1054. (reading) • Ross, Loretta. 2016. <i>The Color of Choice: White Supremacy and Reproductive Justice</i> (reading) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Small group discussion post due Thursday 2/27 by midnight on Canvas

	<ul style="list-style-type: none"> Peer responses on small group discussion due Friday 2/28 by midnight on Canvas <p>More to Explore (Not Required):</p> <ul style="list-style-type: none"> https://reprojusticecolumbia.org/guides/reading-list - Reproductive Justice Reading List
<p>Week Seven: Pregnant embodiment and maternal bodies</p>	<p>Tuesday 3/4 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) Ingram-Waters. 2023. Pregnant Men and their Reconfigurations of Pregnancy (reading) Haaker, 2021, The Power of the Pregnant Body (reading) <p>Thursday 3/6 (TBD- Doula, birth worker, and midwife in training, J. Dale Gardner guest speaking) Readings and viewings due:</p> <ul style="list-style-type: none"> Bocoum et al. 2023. “Women’s and health providers’ perceptions of companionship during labor and childbirth: a formative study for the implementation of WHO companionship model in Burkina Faso.” <i>Reproductive Health</i>. 20:46. (p. 1-12) Basile, Monica. “Radical Doulas, Childbirth Activism, and the Politics of Embodiment.” In <i>Body Battlegrounds</i>. 23-37. (reading) A Doula and the Doctors who Failed Her (video) <p>Assignments Due:</p> <ul style="list-style-type: none"> Small group discussion post due Thursday 3/6 by midnight on Canvas Peer responses on small group discussion due Friday 3/7 by midnight on Canvas Final Project Topic Selection and Five Sources Assignment due Sunday 3/9 by midnight on Canvas <p>More to Explore (Not Required):</p> <ul style="list-style-type: none"> Besse et al. 2020. Experiences with Achieving Pregnancy and Giving Birth Among Transgender Men. (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)

<p>Week Eight: Politics of Size</p>	<p>Tuesday 3/11 Readings and viewings due:</p> <ul style="list-style-type: none"> • Strings, Sabrina. 2019. "Introduction." <i>Fearing the Black Body</i>. 1-12. (reading) • Erdman Farrell, Amy. 2023. <i>Connecting Gender and Fat</i> (reading) <p>Thursday 3/13 Readings and Viewings Due:</p> <ul style="list-style-type: none"> • The Fat Liberation Manifesto. Judy Freespirit and Aldebaran. 1973. (reading) • Hobbes, Michael. 2018. <i>Everything You Know About Obesity is Wrong</i> (reading) • Bek J. Orr (2022) <i>Trans/fat: an autoethnographic exploration of becoming at the intersection of trans and fat</i>, <i>Fat Studies</i>. (reading) • Dionne, Evette. 2019. <i>Here's What Fat Acceptance Is – and Isn't</i>. (reading) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Small group discussion post due Thursday 3/13 by midnight on Canvas • Peer responses in small group due Friday 3/14 by midnight on Canvas • Week Eight Self-Participation Assessment and Group Participation Assessment due Friday 3/14 by midnight on Canvas <p>More to Explore (Not Required):</p> <ul style="list-style-type: none"> • Biltekoff, Charlotte. 2007. "The Terror Within: Obesity in Post 9/11 U.S. Life." (reading) • Erdman Farrell, Amy, 2011. "Fat, Modernity, and the Problem of Excess." In <i>Fat Shame</i>. New York: New York University Press. (reading) • Bias, Stacy. <i>The 12 Good Fatty Archetypes</i>. (reading) • Harrison, Da'Shaun L. 2021. <i>Belly of the Beast</i> excerpt (reading)
<p>Week Nine: Disability embodiments</p>	<p>Tuesday 3/18 Readings and viewings due:</p> <ul style="list-style-type: none"> • Wendell, Susan. "Feminism, Disability, and Transcendence of the Body." <i>Canadian Woman Studies</i>. (reading) • Geerts et al. 2022. "Editorial: Dis/abling Gender in Crisis Times." <i>Tijdschrift voor Genderstudies</i> 25(1): 1-18. (reading)

	<p>Thursday 3/20</p> <ul style="list-style-type: none"> • Asexuality in Disability Narratives – Kim (reading) • Sexuality, Disability and Care Givers, The Pulse, 2024 (video) • Nobody Cat Calls the Woman in the Wheelchair – Whaley (reading) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Small group discussion post due Thursday 3/20 by midnight on Canvas • Peer responses in small group due Friday 3/21 by midnight on Canvas <p>More to Explore (Not Required):</p> <ul style="list-style-type: none"> • Chappell, Paul. 2019. “Situating Disabled Voices in the Global South” from <i>Diverse Voices of Disabled Sexualities in the Global South</i> book (reading) • The Disability Visibility project website (explore) - https://disabilityvisibilityproject.com/
SPRING BREAK	NO CLASSES – Have fun and be safe!
<p>Week Ten: Bodies at Work</p>	<p>Tuesday 4/1</p> <p>Readings and viewings due:</p> <ul style="list-style-type: none"> • Women at Work Around the World, Reuters, 2017 (website – explore) • Peng, Xinyan. 2020. ““You’ve got to have core muscles””: Cultivating hardworking bodies among white-collar women in urban China (reading) • Messing, Karen. 2021. Excerpt from <i>Bent Out of Shape: Shame, Solidarity, and Women’s Bodies at Work</i> (reading) <p>Thursday 4/3</p> <p>Readings and viewings due:</p> <ul style="list-style-type: none"> • Duffy, Brooke Erin. 2017. <i>Entrepreneurial Wishes and Career Dreams</i> (reading) • Duffy, Brooke Erin. 2017. <i>Aspirational Labor’s (In)Visibility</i>. (reading) • Mears, Ashley. 2014. <i>Aesthetic Labor for the Sociologies of Work, Gender, and Beauty</i> (reading) <p>Assignments Due:</p>

	<ul style="list-style-type: none"> • Small group discussion post due Thursday 4/3 by midnight on Canvas • Peer responses in small group due Friday 4/4 by midnight on Canvas • Topical Body Politics Response Two due Sunday 4/6 by midnight on Canvas <p>More to Explore (Not Required):</p> <ul style="list-style-type: none"> • Robertson and Gebeloff. How Millions of Women Became the Most Essential Workers in America. (reading)
<p>Week Eleven: Aging Embodiment, the Dying Body, and WGSC Conference</p>	<p>Tuesday 4/8</p> <p>Readings and viewings due:</p> <ul style="list-style-type: none"> • Margaret Cruikshank, Aging and Identity Politics, 2008 (reading) • Rutagumirwa SK, Bailey A. "I Have to Listen to This Old Body": Femininity and the Aging Body. Gerontologist. 2019 (reading) • Challenges Women Face as They Age Women Unseen Aging Matters NPT, 2024 (video) - https://www.youtube.com/watch?v=VRDePaMya3g&ab_channel=NPTReports • What Menopause Feels Like – Op Docs, 2022, (video) https://www.youtube.com/watch?v=MRSH-UM5EE0&ab_channel=TheNewYorkTimes • A Brief but Spectacular take on living your best life while aging, PBS NewsHour, 2024 (video) - https://www.youtube.com/watch?v=v4p3mdbOXk0&ab_channel=PBSNewsHour <p>Thursday 4/10</p> <p>Guest speaker Lachrista Greco on becoming a death doula!</p> <p>Readings and viewings due:</p> <ul style="list-style-type: none"> • Arthur, Alua. Why Thinking about Death Helps you Live a Better Life, TED Talk (video) - https://www.ted.com/talks/alua_arthur_why_thinking_about_death_helps_you_live_a_better_life • Chavez, Sarah. 2019. The Story of Death Is the Story of Women (reading) - https://www.yesmagazine.org/issue/death/2019/08/22/dying-feminist-funeral-women-caitlin-doughty <p>Women’s and Gender Studies Consortium Conference April 10th – 12th – attend the proceedings! https://consortium.gws.wisc.edu/conference/2025-conference/</p>

	<p>Assignments Due:</p> <ul style="list-style-type: none"> • Small group discussion post due Thursday 4/10 by midnight on Canvas • Peer responses in small group due Friday 4/11 by midnight on Canvas <p>More to Explore (Not Required):</p> <ul style="list-style-type: none"> • Why We Need More Stories of Aging Women on TV and in Movies – TED Talk (video) • Akiko Busch, <i>The Invisibility of Older Women</i>, 2019 (reading)
<p>Week Twelve: Bodies and Borders – Incarceration and Migration</p>	<p>Tuesday 4/15</p> <p>Readings and viewings due:</p> <ul style="list-style-type: none"> • United Nations, Penal Reform International & UK Aid. (2013). “UN Bangkok Rules on Women Offenders and Prisoners, Short Guide” (p. 1-12) (reading) • Sudbury, Julia. 2005. “Celling Black Bodies: Black Women in the Global Prison Industrial Complex.” <i>Feminist Review</i> 80:162-179. (reading) • Inside the Aliceville Women’s Federal Prison (video) https://www.youtube.com/watch?v=3l6wdVxr6nE&ab_channel=60Minutes <p>Thursday 4/17</p> <p>Readings and viewings due:</p> <ul style="list-style-type: none"> • Garbes, Angela. 2022. “The Devaluation of Care Work is By Design.” (reading) • Excerpts from Women on the Move Report. 2017. (reading) • Schewel, Kerilyn. 2021. <i>Aspiring for Change: Ethiopian Women’s Labor Migration to the Middle East</i> (reading) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Small group discussion post due Thursday 4/17 by midnight on Canvas • Peer responses in small group due Friday 4/18 by midnight on Canvas • Self-Participation Assessment and Group Participation Assessment due Friday 4/18 by midnight on Canvas <p>More to Explore (Not Required):</p> <ul style="list-style-type: none"> • Chain of Love documentary – available via the UW Madison library

<p>Week Thirteen: Gendered Violences and Body Mapping Workshop</p>	<p>Tuesday 4/22 Readings and viewings due:</p> <ul style="list-style-type: none"> • Finding Dawn documentary, 2006 (video) – access through UW Library Kanopy platform • Hargreaves, Allison. 2017. Finding Dawn and the Missing Women Commission of Inquiry: Story-Based Methods in Anti-Violence Research and Remembrance (reading) <p>Thursday 4/24 Body Mapping Workshop – in-class activity 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) • Exploring Body Mapping with Dr. Kate (video) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Small group discussion post due Thursday 4/24 by midnight on Canvas • Peer responses in small group due Friday 4/25 by midnight on Canvas <p>More To Explore (Not Required):</p> <ul style="list-style-type: none"> • Body Mapping Exhibit from UW Madison WGSC Conference (video) • Lidia Yuknavitch – Explicit Violence (reading)
<p>Week Fourteen: Embodied Resistance</p>	<p>Tuesday 4/29 Readings and viewings 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>. (reading) • Fahs, Breanne. “Body Hair Battlegrounds.” In <i>Body Battlegrounds</i>. 11-22. (reading) <p>Thursday 5/1 Reflections! Farewells! Party time! No readings and viewings due!</p> <p>Assignments Due:</p>

- Small group discussion post due Thursday 5/1 by midnight on Canvas (last one!)
- Peer responses in small group due Friday 5/2 by midnight on Canvas (last one!)
- Reflective Statement due Friday 5/2 by midnight on Canvas
- **Final Project due Monday 5/5 by midnight on Canvas**

More to Explore:

- Davis, Kathy. 2002. "Feminist Body/Politics as World Traveler: Translating Our Bodies, Ourselves" (reading)
- Reger, Jo. 2014. "The Story of a Slut Walk: Sexuality, Race, and Generational Divisions in Contemporary Feminist Activism." 84 – 112.

Other Important Information

Covid Policy Information

Masks are not required but are encouraged in the classroom! Please stay home if you are sick or if you have tested positive for Covid-19 or other communicable viruses. Please communicate absences with Dr. Kate!

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:

- Department Chair, Dr. Judy Houck (jahouck@wisc.edu)
- Department Administrator, Jamie Gratrix (jamie.gratrix@wisc.edu)
- Graduate Coordinator, Duachi Yang (duachi.yang@wisc.edu)
- Undergraduate Advisor, Lachrista Greco (lachrista.greco@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 with accessibility needs. [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 (HELIO CAMPUS)

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 HELIO Campus. 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.

If you have reached the end of this syllabus, hey, thank you so much for reading it! You rock!