

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 2023
Jan. 24th – May 5th
Tu/Th 11 am – 12:15 pm
Sterling 1333



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

University of Wisconsin-Madison Land Acknowledgment

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.

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/344656>

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 the body*? 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
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

Feel some joy, energy, and curiosity through the learning process!

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, intro level classes, and some 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: Tu/Th 4 – 5 p.m. and by appt

In person – Sterling 3323

(Student hours are “office hours” but I don't like the term office hours. The place isn't the thing that matters...you are!)

Please email me for an appointment if the above times do not work. Thank you!

Things I enjoy:

My children Kraemer and 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)

Baked goods

Canoeing and kayaking



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.



Class Engagement (250 points - 25% 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 what you are taking from the class. Your active engagement 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. A rubric for participation can be found under Assignments on Canvas.

As part of your engagement grade, you will be asked to complete five brief assessments:

- Student feedback survey (week four)
- Self-assessment on participation/discussion (week nine)
- Group-assessment on participation/discussion (week nine)
- Self-assessment on participation/discussion (week fourteen)
- Group-assessment on participation/discussion (week fourteen)

These assessments can be accessed and submitted on Canvas and will be factored into your overall engagement grade at the end of the semester.

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 on readings for these quizzes, but **NO READINGS THEMSELVES**. Each quiz is worth a total of 30 points, resulting in 150 points, or 15% of your overall grade in the class.

Topical Body Politics Responses (240 points – 24% of overall grade):

In four response papers distributed over the course of the semester, you will choose an article, website, advertisement, or other piece of media relating to female/feminine/femme 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 2-3 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 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 every couple of weeks and are worth up to 60 points each. A rubric for the topical body politics responses is available under Rubrics on Canvas.

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

In week seven of 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 (230 points - 23% 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, 3-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 = 93-100 AB= 88-92 B = 83-87 BC = 78-82 C = 70 – 77 D = 60-69 F = below 60

***Grades that are resting in between (for example, 92.5) will be rounded up or down 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 classroom. I also recognize that your lives, like mine, are complex and busy 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 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.

For every week that an assignment is late, you will incur a penalty of 10% off your total grade for that assignment. Late assignments can only earn up to 80% of the total amount.

If you have a valid reason to turn in an assignment late, you must 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.**

The final paper must be submitted on the due date.

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

I recognize that we are still operating within a global pandemic – if you need extra time, flexibility, support, or assistance, I ask that you please 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>



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/>

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.

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

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, gender, sex, sexual orientation, parental status, religion, or socioeconomic status. As an instructor, I pledge to respect all students based upon these factors, including the use of personal 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 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. There is a distinct difference between experiencing harm and experiencing discomfort, and 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, I ask that you make me aware of the circumstances. 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.*

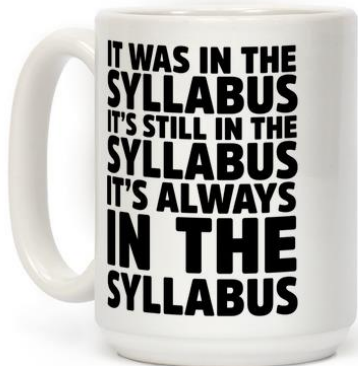
*I want to challenge us to remember that we are not the measure of all things. I absolutely encourage the use of experience and personal perspective in framing how we talk about the material, but the goal of the course is to think **beyond** those experiences and perspectives, and engage in thinking 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
- Listen attentively and intentionally
- Aim for shared participation
- 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. As such, by choosing to remain in this course, you agree to all the addressed requirements and stipulations. ***I reserve the right to alter this syllabus at any time, but with fair and appropriate warning.***
- 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!
- 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 within two weeks of submission, often it will be less. I will keep the gradebook up to date to the best of my ability. 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.
- We read a lot in this class! 😊
- Any and all late work must be submitted by the last day of class to be considered for credit. The deadline for work submitted on Canvas is midnight for all listed assignments on the designated day. Please reach out to me with questions about assignment expectations and submissions!



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

Please check the
syllabus first!
Thank you!

Week One: Welcome and Establishing Frameworks	<p>Tuesday 1/24 No readings and viewings due Welcome! Introductions and going over syllabus</p> <p>Thursday 1/26:</p> <ul style="list-style-type: none"> • The Urgency of Intersectionality – Kimberlé Crenshaw (video) • Bodies as Resistance – Sonya Renee Taylor (video) • So You Want to Acknowledge the Land? Summer Wilkie, 2021 (reading) • Shifting Analytics and Linking Theories – Falcon and Nash, 2015 (reading) • Horace Miner, 1956. "Body Ritual Among the Nacirema." <i>American Anthropologist</i> 58(3):503-507. (reading)
Week Two: Defining Body Politics and Theorizing the Female/ Feminine	<p>Tuesday 1/31: Readings and viewings due:</p> <ul style="list-style-type: none"> • Weitz, Rose. 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) • Bobel and Kwan, 2019, Body Battlegrounds, Introduction (reading) • Bartky, Sandra 1988. "Foucault, Femininity, and the Modernization of Patriarchal Power." 93-109. (reading) <p>Thursday 2/2: Body mapping background and methodology – in class Readings and viewings due:</p> <ul style="list-style-type: none"> • 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) • Enns, Comas Diaz, Bryant-Davis. 2021. "Transnational Feminist Theory and Practice: An Introduction." <i>Women and Therapy</i> 44: 11-26. (reading) <p>Supplemental Viewing (Not Required):</p> <p>Body Mapping Exhibit Video https://www.youtube.com/watch?v=3SdUjeGHEX8&ab_channel=KatePhelps</p> <p>Exploring Body Mapping with Dr. Kate https://www.youtube.com/watch?v=8GytUO3N-SA&ab_channel=KatePhelps</p>
Week Three: Controlling Othered Bodies – Queer Theory and Black Feminist	<p>Tuesday 2/7: Readings and viewings due:</p> <ul style="list-style-type: none"> • Brief Introductions to Queer Theory - https://guides.library.illinois.edu/queertheory/background (reading) - https://haenfler.sites.grinnell.edu/subcultural-theory-and-theorists/queer-theory/ (reading) • The Gender Tag – TED talk (video)

Thought	<ul style="list-style-type: none"> • https://www.anthroencyclopedia.com/entry/queer-anthropology - Queer Anthropology (reading) • https://www.pbs.org/independentlens/content/two-spirits_map-html/ - Map of Gender Diverse Cultures (explore) • https://www.youtube.com/watch?v=c1LB8kDW67M&ab_channel=vpro documentary – Gender Diversity and Identity in Queertopia documentary (video) • Marques, Ana. 2019. Displaying Gender: Transgender People’s Strategies in Everyday Life. (reading) <p>Thursday 2/9: 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) • Threadcraft, Shatema. 2016. “Introduction: Black Female Body Politics.” <i>Intimate Justice</i>. (reading) • 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>Topical Body Politics One due Thursday 2/9 by midnight on Canvas</p>
Week Four: Colorism and the Politics of Skin Tone	<p>Tuesday 2/14: 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) • Rosario, Minor, and Rogers. 2021. “Oh You’re Pretty for a Dark Skinned Girl.” <i>Journal of Adolescent Research</i>. (reading) • Bergen, Kaija. 2013. “Most Days I’m Beautiful: A Reflection on Skin and Body Hair in Cambodia.” (reading) <p>Thursday 2/16: Readings and viewings due:</p> <ul style="list-style-type: none"> • Vijaya, Ramya. 2019. “The New Economics of Colorism in the Skin Lightening Industry: Case of India and Nigeria.” (reading) • Skin Lightening is Fraught with Risk, but it Still Thrives in the Asian Beauty Market – Here’s Why, Noble, 2019 (reading) • Hall, Ronald. 2021. Women of color spend more than \$8 billion on bleaching creams worldwide every year (reading and watch videos in article)
Week Five:	Tuesday 2/21:

<p>The Body Politics of Size – Situating Fatness</p>	<p>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) • Strings, Sabrina. 2019. “Introduction.” <i>Fearing the Black Body</i>. 1-12. (reading) • The Racial Origins of Fat Stigma (viewing) https://www.cbsnews.com/news/fat-shaming-race-weight-body-image-cbsn-originals/ <p>Thursday 2/23: Readings and Viewings due:</p> <ul style="list-style-type: none"> • 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) • Bias, Stacy. “The Twelve Good Fatty Archetypes.” (reading) <p>Supplemental Reading (not required): Ela Przybylo and Breanne Fahs, 2021, “Fatness, friendship, and " corpuallyhood" stratagems”</p>
<p>Week Six: Gender and Constructions of the Mother Body</p>	<p>Tuesday 2/28: 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) • Besse et al. 2020. Experiences with Achieving Pregnancy and Giving Birth Among Transgender Men. (reading) • Anderson and Nichols, 2022. “A Qualitative Exploration of Women’s Self-knowledge and Perception Surrounding their Reproductive Bodies” <i>Journal of International Women’s Studies</i> 24(5). (reading) <p>Thursday 3/2: 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) • Ige et al. 2022. “Exploring Midwives Perceptions of Respectful Maternity Care During Childbirth in Lagos State, Nigeria: A Qualitative Inquiry.” <i>African Journal of Reproductive Health</i> 26(10): 21-30. (reading)

	Topical Body Politics Two due Thursday 3/2 by midnight on Canvas
Week Seven: Bodies and Borders	<p>Tuesday 3/7: Readings and viewings due:</p> <ul style="list-style-type: none"> Maryam Khan and Nick Mule. 2021. "Voices of Resistance and Agency: LGBTQ Muslim Women Living Out Intersectional Lives in North America." (reading) Sudbury, Julia. 2005. "Celling Black Bodies: Black Women in the Global Prison Industrial Complex." <i>Feminist Review</i> 80:162-179. (reading) Malhotra, Meenakshi, and Krishna Menon. "Unbearable Weight: Women and the Shaping of Political Subjects through the Politics of Corporeality." <i>Journal of International Women's Studies</i> 24.6 (2022): 1-12. (reading) <p>Thursday 3/9: Readings and viewings due:</p> <ul style="list-style-type: none"> Anzaldúa, 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 – Anzaldúa (reading) Melissa Lozada Oliva – My Spanish (video) <p>Final Project Topic Selection and Five Sources Assignment due Thursday 3/9 by midnight on Canvas</p>
Week Eight	SPRING BREAK – NO CLASSES
Week Nine: Disability and Gender Embodiment	<p>Tuesday 3/21: 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) Disability Visibility Project – Alice Wong's website (explore) Geerts et al. 2022. "Editorial: Dis/abling Gender in Crisis Times." <i>Tijdschrift voor Genderstudies</i> 25(1): 1-18. (reading) <p>Thursday 3/23: Readings and viewings due:</p> <ul style="list-style-type: none"> Asexuality in Disability Narratives – Kim (reading) Nobody Cat Calls the Woman in the Wheelchair – Whaley (reading) Chappell, Paul. 2019. "Situating Disabled Voices in the Global South" from <i>Diverse Voices of Disabled Sexualities in the Global South</i> book (reading)

Topical Body Politics Three due Thursday 3/23 by midnight on Canvas	
Week Ten: From Girlhood to the Aging Body	<p>Tuesday 3/28: 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) • 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) • Shasparay – Black Girl Magic (video) • Pushout documentary – access on UW Madison library Kanopy database (video) <p>Thursday 3/30: Readings and viewings due:</p> <ul style="list-style-type: none"> • Carly Jones, Renée Monchalín, Cherylee Bourgeois, and Janet Smylie. 2020. “Kokums to the Iskwêsisak COVID-19 and Urban Métis Girls and Young Women.” <i>Girlhood Studies</i> 13(3): 116-132. • Akiko Busch, The Invisibility of Older Women, 2019 (reading) • Hamiduzzaman, Mohammad, et al. 2023. ““When I Suffer from Fever, I Eat Mangos.” Determinants of Health-Seeking Beliefs and Behaviors of Rural Older Women in Sylhet, Bangladesh.” <i>Journal of women & aging</i> 35.1: 4-21. • Why We Need More Stories of Aging Women on TV and in Movies – TED Talk (video)
Week Eleven: Working and Labor and the Body	<p>Tuesday 4/4: Readings and viewings due:</p> <ul style="list-style-type: none"> • AOC Beauty Routine (video) • Robertson and Gebeloff. How Millions of Women Became the Most Essential Workers in America. (reading) • Peng, Xinyan. 2020. ““You’ve got to have core muscles”: Cultivating hardworking bodies among white-collar women in urban China (reading) • Brody, Alyson. 2006. “The Cleaners You Aren’t Meant to See.” 106-128. (reading) <p>Thursday 4/6: Readings and viewings due:</p> <ul style="list-style-type: none"> • Chain of Love documentary (video - accessed via UW Madison library) • Garbes, Angela. 2022. “The Devaluation of Care Work is By Design.” (reading)

	<ul style="list-style-type: none"> Carr, Courtney Paige. 2021. "Triply Sewn: Evoking Past, Present, and Future Selves in Guyanese Domestic Work." <i>Journal of International Women's Studies</i>. <p>Topical Body Politics Four due Thursday 4/6 by midnight on Canvas</p>
Week Twelve: Politics of the Face and Rest Day!	<p>Tuesday 4/11: 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 4/13: WGSC Annual Conference WGSC Annual Conference No class – rest, relax, catch up on work, and enjoy conference events taking place between Thursday 4/13 and Saturday 4/15! No readings and viewings due Extra credit opportunity (worth 20 points) – attend two conference panels and write a 1- to 2- page reflection on each and draw connections to how the panels relate to our class content</p>
Week Thirteen: Gendered Embodiment and Violences	<p>Tuesday 4/18: Readings and viewings due:</p> <ul style="list-style-type: none"> de Finney, Sandrina, and Mandeep Kaur Mucina. "The End of the Tunnel: Girls' Marked Bodies in the Canadian Transcerceral Pipeline." <i>Girlhood Studies</i> 14.3 (2021): 18-36. Coalition to Stop Violence Against Native Women (explore) Presley, 2020. <i>Embodied Liminality and Gendered State Violence</i> (reading) The Standing Rock Resistance and Our Fight for Indigenous Rights, 2017, TED Talk (video) Huynh, Kayla. 2023. "Shocking Revelations of 'Pretendian' Leave Native Community Feeling Burned." (reading) <p>Thursday 4/20: (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) Mapping Embodiment with Dr. Kate (video)
Week Fourteen:	<p>Tuesday 4/25: Readings due:</p>

Embodied Movements and Resistance	<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 4/27: Readings and viewings due:</p> <ul style="list-style-type: none"> • Reger, Jo. 2014. "The Story of a Slut Walk: Sexuality, Race, and Generational Divisions in Contemporary Feminist Activism." 84 – 112. • Slut Walk Images (explore) - https://www.gettyimages.com/photos/slutwalk-protest <p><i>Final Paper due Friday 4/28 by midnight on Canvas</i></p>
Week Fifteen: The Future Embodied... Where do we go from here?	<p>Tuesday 5/2: Readings and viewings due:</p> <ul style="list-style-type: none"> • Davis, Kathy. 2002. "Feminist Body/Politics as World Traveler: Translating Our Bodies, Ourselves" (reading) • Eileraas, Karina. 2014. "Sexting Revolution, Femen-izing the Public Square: Aliaa Magda Elmahdy, Nude Protest, and Transnational Feminist Body Politics." <i>Signs</i> 40(1). (reading) <p>Thursday 5/4: No readings and viewings due Course reflections!</p> <p><i>Reflective Statement due Friday 5/5 by midnight on Canvas</i></p>

Other Important Information

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), and the Graduate Coordinator 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.

Covid Policy Information

Masks are not required but are certainly encouraged in the classroom!

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

Effective March 12, 2022, masks may be worn but are no longer required inside university buildings. Masks are required when visiting COVID-19 test sites and other clinical spaces on campus, including University Health Services.

Please check [UW–Madison Transportation Services](#) and [Madison Metro](#) for current mask requirements for public transportation, including campus buses.

You should wear a mask for 10 days following a positive COVID-19 test and for 10 days following an exposure to someone with COVID-19.