

## Term Information

Effective Term Autumn 2019

## General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts  
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2327  
Course Title Gender & the Body  
Transcript Abbreviation Gender & the Body  
Course Description This course examines through a feminist lens how the body is situated, lived, interpreted, and constructed in culture. The course focuses on intersectionality as a key issue in understanding how the body's gender, race, sexuality, health, physical abilities, and class/economic situation are interconnected.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 05.0207  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:  
Culture and Ideas

## Course Details

### **Course goals or learning objectives/outcomes**

- Goal 1: Question our society's dominant assumptions about what seems "natural," "timeless," "universal," "human," and "normal by critically speaking, thinking writing, and reading.
- Learning Objective 1a: Interrogate a variety of dominant narratives relating to sex, gender, sexuality, disability, race, etc.
- Learning Objective 1b: Recognize and describe counter-narratives.
- Learning Objective 1c: Analyze texts using a feminist lens.
- Learning Objective 1d: Articulate clear and cohesive thoughts through writing.
- Goal 2: Understand feminisms as interdisciplinary, creative, theoretical and social movements.
- Learning Objective 2a: Analyze everyday social practices through feminist theoretical frameworks.
- Learning Objective 2b: Identify feminist creative interventions in cultural productions.
- Goal 3: Understand and critically engage categories of social difference as intersectional, always shifting, and shaped by hierarchies of power.
- Learning Objective 3a: Define marginalization.
- Learning Objective 3b: Explain lived experiences and material realities of marginalized people.
- Cultures and Ideas GE Outcome 1: Students analyze and interpret major forms of human thought, culture, and expression.
- Cultures and Ideas GE Outcome 2: Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

### **Content Topic List**

- Intersectionality
- Race
- Gender
- Sexuality
- (Dis)Ability
- Femininity/Masculinity
- Identity
- Desire

### **Sought Concurrence**

No

**Attachments**

- Curriculum Map - All Courses.xlsx: WGSS Curriculum Map  
*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*
- Curriculum Map - UG Major.xlsx: WGSS Curriculum Map - Major  
*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*
- 2327 Assessment for GE course.docx: Revised GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Stotlar, Jacqueline Nicole)*
- 2327 Mizejewski Syllabus (AU19).docx: Revised WGSST 2327 Syllabus  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*

**Comments**

- Please strike "American" from description. *(by Winnubst, Shannon on 02/20/2019 01:50 PM)*
- See 2-6-19 feedback email. *(by Vankeerbergen, Bernadette Chantal on 02/06/2019 12:22 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	01/18/2019 04:58 PM	Submitted for Approval
Approved	Winnubst, Shannon	01/18/2019 04:59 PM	Unit Approval
Approved	Heysel, Garrett Robert	01/18/2019 07:02 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/06/2019 12:22 PM	ASCCAO Approval
Submitted	Stotlar, Jacqueline Nicole	02/20/2019 11:41 AM	Submitted for Approval
Revision Requested	Winnubst, Shannon	02/20/2019 01:50 PM	Unit Approval
Submitted	Stotlar, Jacqueline Nicole	02/20/2019 01:57 PM	Submitted for Approval
Approved	Winnubst, Shannon	02/20/2019 02:13 PM	Unit Approval
Approved	Heysel, Garrett Robert	02/27/2019 12:04 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	02/27/2019 12:04 PM	ASCCAO Approval



# **SYLLABUS: WGSST 2327**

## **GENDER & THE BODY**

### **AUTUMN 2019**

## **Course overview**

### **Classroom Information**

Format of instruction: Lecture

Meeting Days/Times: Tuesday/Thursday, 9:35AM - 10:55AM

Location: TBD

### **Instructor**

Instructor: Dr. L. Mizejewski

Email address: [mizejewski.1@osu.edu](mailto:mizejewski.1@osu.edu)

Phone number: 614-292-2467

Office hours: Tuesday & Thursday, 11 am-2 pm, 286D University Hall

### **Course description**

This course examines through a feminist lens how the body is situated, lived, interpreted, and constructed in culture. The first part of the course focuses on intersectionality as a key issue in understanding how the body's gender, race, sexuality, health, physical abilities, and class/economic situation are interconnected. Using this rubric as our guideline, we will explore the connections among corporeality, culture, identity, and desire in understanding bodily differences. For the last half of the course, we will use our insights on intersectionality and difference to explore practices and technologies in which our bodies are engaged and in which we are immersed.

### **Course learning outcomes**

By the end of this course, students should successfully be able to:

Course goals	Learning outcomes
Question our society's dominant assumptions about what seems "natural," "timeless," "universal," "human," and "normal by critically speaking, thinking writing, and reading.	Interrogate a variety of dominant narratives relating to sex, gender, sexuality, disability, race, etc.
	Recognize and describe counter-narratives.
	Analyze texts using a feminist lens.
	Articulate clear and cohesive thoughts through writing.
Understand feminisms as interdisciplinary, creative, theoretical and social movements.	Analyze everyday social practices through feminist theoretical frameworks.
	Identify feminist creative interventions in cultural productions.
Understand and critically engage categories of social difference as intersectional, always shifting, and shaped by hierarchies of power.	Define marginalization.
	Explain lived experiences and material realities of marginalized people.

## General Education

GE Category: Cultures and Ideas

GE Expected Learning Outcomes:

- Students analyze and interpret major forms of human thought, culture, and expression.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

The course will satisfy these outcomes by having students analyze cultural texts, practices, and technologies that express and shape our assumptions about and lived experiences of the body.

## Course materials

### Required

Grealy, Lucy. *Autobiography of a Face*. 1994. Rprt. New York: Mariner, 2016. Available at Barnes & Noble on High Street; used copies available online

Kai Green, *It Gets Messy in Here* (2007) <https://vimeo.com/56380743>

Lorde, Audre. *The Cancer Journals: Special Edition*. 1980. Special Edition. San Francisco: Aunt Lute, 2006. Available as an eBook through OSU library.

Rubin and Shapiro, *Murderball* (2005) (YouTube; also on [drm.osu.edu](http://drm.osu.edu))

Essays on Carmen: unless other specified, essays assigned for class are available in the Readings file on Carmen

## Grading and instructor response

### Grades

**Attendance is required!** You have two “free” absences before your final grade goes down three points for each absence beyond two. Because you have two “free” absences, this means you cannot use a medical excuse unless a very serious illness keeps you out two classes or more in a row. Also please note that “attendance” means the whole class, not half of it or a portion of it. Half-classes count as absences.

**Reading responses: 20 pts.** (Please note this is distinct from the reading logs due for the two book assignments.) For each chapter or essay assigned, please write a short response that should include

- a) the page and paragraph number of the passage you are citing (or in the case of the Green film, a scene or sequence)
- b) a two-three sentence explanation of why you think this passage/scene is important, puzzling, provocative, or debatable.

Please post these on Discussions on Carmen by 5pm the night before class and also bring a hard copy to class for use in discussion and groups.

For sample responses and grading rubric, see the Writing Assignments file on Carmen.

**Reading/screening logs, 20 pts (5 pts each):** For the assigned books and the documentary film, please bring to class on the assignment dates a reading/screening log that addresses the

prompts you will find in the files on Carmen. You will use these logs for group work and discussion that will become part of the follow-up assignments for each text.

**Group presentation on *The Cancer Journals*: 10 pts.** Each group will share their reading logs and agree on a key theme to present to the class through a) analysis of two key passages from the text, b) explanation of how this theme can be looked at through an intersectional lens, and c) a discussion question for the class. Each group will hand in an assessment form describing each participant's contribution. See the form and grading rubric on Carmen.

**Analysis Paper #1, 2 pages double-spaced: 15 pts.** Using the text-analysis methods and skills used in the group presentations on the Lorde book, this paper will analyze two significant incidents and passages in *Autobiography of a Face* that demonstrate intersectional issues and/or examples of marginalization. See paper guidelines and grading rubric on Carmen.

**Analysis Paper #2, 2 pages double-spaced: 15 pts.** Using our in-class discussion of technologies of masculinity, disability, and race in wheelchair rugby as seen in *Murderball*, this paper will focus on one scene in this documentary that illustrates these themes. See paper guidelines and grading rubric on Carmen.

**Final project/presentation on feminist practices and technologies: 20 pts.** This is a collaborative project in which students will investigate and present to the class an example of how feminists have revised, deployed, or reenvisioned a practice or technology of the body—e.g. pornography, bodybuilding, body decoration, sports, practices related to menstruation/menopause, childbirth, etc., explaining what the adaptation or reenvisioning has entailed and how it addresses issues of empowerment and inclusion. We'll form groups and generate topics on Oct. 31. Your group can decide on the format of this project: a collaborative paper, a power point, a YouTube video, or a digital project. For the latter, you can find help at the Digital Union, <https://odee.osu.edu/digital-union>. Your project summary and a bibliography of at least three items is due Nov. 14. See guidelines and grading rubric on Carmen.

**Extra credit:** You can get up to 10 points of extra credit by attending one or two of the events posted on our Carmen site under "Extra Credit" and writing a one-page, double spaced summary of the event. You can get 5 points each for a summary that does the following: 1) explains the main point of the event; 2) explains at least three points made by the speaker/panel/forum; and 3) describes how the event/lecture/forum concluded—that is, what was the idea the speaker/panel/forum wanted the audience to take away?

Assignment or category	Points
Reading Response	20
Reading/Screening Logs	20 (5 each)
Group Presentations on <i>The Cancer Journals</i>	10
Analysis Paper #1	15
Analysis Paper # 2	15
Final Project/Presentation on Feminist Practices & Technologies	20
Extra Credit	Up to 10
<b>Total</b>	<b>100</b>

See course schedule, below, for due dates

## Late assignments

Late papers go down one three points for each day late.

## Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E



## Instructor feedback and response time

### Contact Preference

Please contact me by email. I will respond to emails within 24 hours on school days.

### Grading and feedback

Students can expect assignments to be graded within one week. For the reading responses, I will provide feedback on the first set of responses within one week and then will give feedback again just before Autumn Break.

## Attendance, participation, and discussions

### Student participation requirements

Students are expected to come to class having read the assigned essay or essays and to be prepared for discussion.

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Your reading/screening logs can be written informally, but the papers should be academic essays, written clearly and without grammar or spelling errors that would make the paper difficult to read. See the paper guidelines on Carmen.
- **Tone and civility:** Please express your ideas respectfully during class discussions. We'll work on this by leaning how to frame debates by understanding their stakes and assumptions. Listening carefully to others is important.
- **Citing your sources:** See the paper guidelines for each assignment on how to document our sources.
- **Backing up your work:** When you write your reading/screening responses to post on Carmen, it's a good idea to write them out in a Word document and then paste them to the discussion page.

## Course schedule (tentative)

### 1. Intersectionality: Theorizing the Body

- Aug. 20 Introduction: Feminism and Intersectionality
- Aug. 22 Bordo, "Feminism, Western Culture, and the Body."
- Aug. 27 Crenshaw, "Demarginalizing the Intersection of Race and Sex"  
Dietze et al. "Queering the Tools of Intersectionality."
- Aug. 29 Audre Lorde, *The Cancer Journals*  
Reading log due  
Group work sharing logs and preparing presentations
- Sept. 3 Group presentations on *Cancer Journals* and intersectionality

## II. Differences: Corporeality, Identity, and Desire

- Sept. 5 Patterson-Faye, "Theorizing Fat, Black and Sexy"  
LeBosco, "Queering Fat Bodies/Politics."
- Sept. 10 Halberstam, Judith. "Introduction to Female Masculinity."  
Ryan, Maura. "The Gender of Pregnancy: Masculine Lesbians Talk about  
Reproduction."
- Sept. 12 Brumbaugh-Johnson/Hull. "Coming out as Transgender"  
Swales, "Transphobia in the Bathroom"
- Sept. 17 Kai Green, *It Gets Messy in Here* (2007) <https://vimeo.com/56380743>  
and Green, "The Essential I/Eye in We: A Black Transfeminist  
Approach to Ethnographic Film."
- Sept. 19 McRuer, Robert, "Compulsory Ablebodiedness" and "Coming Out Crip"
- Sept. 24 Hickey-Moody, Anna. "Being Different in Public."

Mollow, "Unvictimized: Toward a Fat Black Disability Studies."

Sept. 26 Kafer, excerpts from *Feminist, Queer, Crip*

Oct. 1 Grealy, *Autobiography of a Face*, Parts 1-6  
Reading log due

Oct. 3 Grealy, cont.d. Parts 6-10  
Reading log due

Oct. 8 Analysis paper #1 due: Identity and marginalization in  
*Autobiography of a Face*  
Bring hard copies to class for discussion

Oct. 10 Autumn Break

### III Technologies of Gender, Sexuality, Class, and Race

Oct. 15: Menon, "Reconstructing Race and Gender in American Cosmetic Surgery."  
Phillips and McCright, "To Die For: The Semiotic Seductive Power of the Tanned Body"

Oct. 17: Patton, "Hey Girl, Am I More than My Hair?: African American Women and Their Struggles with Beauty, Body Image, and Hair."  
Guillard, Julianne. "Shame in the Sixth Grade and the Continued Surveillance of Female Body Hair"

Oct. 22: Barry, "(Re)Fashioning Masculinity: Social Identity and Context in Men's Hybrid Masculinities through Dress"  
Reddy-Best et al, "Race, Colorism, Body Size, Body Position, and Sexiness: Women in Fashion Illustration Textbooks"

- Oct. 24 Excerpts from Gunn, *Body Acts Queer: Clothing as a Performative Challenge to Heteronormativity*
- Oct. 29 Lau, "Performance: Negotiating Multiple Black Womanhoods"  
Scott-Dixon, Krista. "Big Girls Don't Cry: Fitness, Fatness, and the Production of Feminist Knowledge."
- Oct. 31 Jacqueline E. Brady, "Pumping Iron With Resistance: Carla Dunlap's Victorious Body."  
Denham, Bryan E. "Masculinities in Hardcore Bodybuilding."  
**In-class formation of groups and topics for final project**
- Nov. 5 Assigned screening: *Murderball* (2005)  
Bring hard copies of your screening log to class for discussion
- Nov. 7 Analysis paper #2 due: Technologies of masculinity, disability, and race in *Murderball*  
Bring hard copies to class for discussion

#### **IV. Virtual and Screened Bodies**

- Nov. 12 Hill, "Exploring Disabled Girls' Self-Representational Practices Online."  
Rossie, "Moving beyond 'Am I Pretty or Ugly?': Disciplining Girls through YouTube Feedback."
- Nov. 14 Chun, "Race and/As Technology or How to do Things to Race."  
Wright, Michelle. "Finding a Place in Cyberspace: Black Women, Technology, and Identity"  
**Final project description and bibliography due today**

- Nov. 19      Cavalcante, “‘I Did It All Online:’ Transgender Identity And The Management Of Everyday Life.”  
 Jackson et al, “#GirlsLikeUs: Trans Advocacy and Community Building Online,” *New Media & Society* (June 2017).
- Nov. 21      Conrad, Kathryn. “Surveillance, Gender, and the Virtual Body in the Information Age.”  
 Browne, “‘What did the TSA Find in Solange’s Fro?’ Security Theater at the Airport.”
- Nov. 26      Final projects presentations
- Nov. 28      HAPPY THANKSGIVING!
- Dec 3:        Final projects presentations, cont’d.

## Other course policies

### Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite

your sources' always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Accommodations for accessibility

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Student Support Policies and Resources

**Mental Health Services.** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

**Title IX.** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu).

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

**Recovery Support.** The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit [go.osu.edu/recovery](http://go.osu.edu/recovery) or email [recovery@osu.edu](mailto:recovery@osu.edu) for more information.

**Student Advocacy.** The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

## Bibliography

### Bibliography of Essays on Carmen

- Barry, Ben. "(Re)Fashioning Masculinity: Social Identity and Context in Men's Hybrid Masculinities through Dress." *Gender & Society* 32.5 (Oct. 2018): 638–662.
- Bordo, Susan. "Feminism, Western Culture, and the Body." *Unbearable Weight: Feminism, Western Culture, and the Body*. 1993. Tenth Anniversary Edition. Berkeley: U of California P, 2003. 1-42.
- Brady, Jacqueline E. "Pumping Iron with Resistance: Carla Dunlap's Victorious Body." *Recovering the Black Female Body: Self-Representations by African American Women*. Eds. Michael Bennett et al., Rutgers UP, 2001. 253–78.
- Browne, Simone. "What did the TSA Find in Solange's Fro?" *Security Theater at the Airport*. *Dark Matters: On the Surveillance of Blackness*. Durham and London: Duke UP, 2015. 131-160.

- Brumbaugh-Johnson, Stacey M., and Kathleen E. Hull. "Coming out as Transgender: Navigating the Social Implications of a Transgender Identity." *Journal of Homosexuality*, July 2018
- Cavalcante, Andre. "' I Did It All Online: ' Transgender Identity And The Management Of Everyday Life." *Critical Studies In Media Communication* 33.1 (2016): 109-122.
- Chun, Wendy Hui Kyong. "Race and/As Technology or How to do Things to Race." *Race After the Internet*. Eds. Lisa Nakamura and Peter A. Show-White. New York and London: Routledge, 2012. 38-60.
- Conrad, Kathryn. "Surveillance, Gender, and the Virtual Body in the Information Age." *Surveillance & Society* 6.4 (2009): 380–387.
- Crenshaw, Kimberle. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics." *University of Chicago Legal Forum* 1989:1 Article 8: 139-167.
- Denham, Bryan E. "Masculinities in Hardcore Bodybuilding." *Men and Masculinities* 11. 2 (2008): 234–242.
- Dietze, Gabriele, et al. "Modes of Being vs. Categories: Queering the Tools of Intersectionality." *Beyond Gender: An Advanced Introduction to Futures of Feminist and Sexuality Studies*. Eds. Greta Olson et al. (New York: Routledge, 2018): 117–136.
- Green, Kai M. "The Essential I/Eye in We: A Black Transfeminist Approach to Ethnographic Film." *Black Camera: The New Series* 6. 2 (2015): 187-200.
- Gunn, Maja. *Body Acts Queer: Clothing as a Performative Challenge to Heteronormativity*. Borås, Sweden: University of Borås, 2016.
- Halberstam, Judith. "Introduction to Female Masculinity." *Female Masculinity*. Durham: Duke UP, 1998.
- Hall, Rachel. "Terror and the Female Grotesque: Full-Body Scanners in Airports." *Feminist Surveillance Studies*. Eds. Rachel E. Dubrofsky, and Shoshana Amielle Magnet. Durham and London: Duke UP, 2015
- Hickey-Moody, Anna. "Being Different in Public." *Continuum: Journal of Media & Cultural Studies* 30. 5 (2016): 531–541
- Hill, Sarah. "Exploring Disabled Girls' Self-Representational Practices Online." *Girlhood Studies* 10. 2 (2017):114–130.
- Jackson, Sara, et al. "#GirlsLikeUs: Trans Advocacy and Community Building Online," *New Media & Society* (June 2017).
- Kafer, Alison. *Feminist, Queer, Crip*. Bloomington : Indiana UP, 2013.
- Lau, Kimberly J., "Performance: Negotiating Multiple Black Womanhoods." *Body Language: Sisters in Shape, Black Women's Fitness, and Feminist Identity Politics*. Philadelphia: Temple UP, 2011. 77-106.



- LeBosco, Kathleen, "Queering Fat Bodies/Politics." *Bodies Out of Bounds: Fatness and Transgression*. Eds. Jana Evans Braziel and Kathleen LeBosco. Berkeley: U of California P, 2001. 74-90.
- McRuer, Robert, "Compulsory Ablebodiedness" and "Coming Out Crip." *Crip Theory: Cultural Signs of Queerness and Disability*. New York: New York UP, 2006.
- Menon, Alka. "Reconstructing Race and Gender in American Cosmetic Surgery." *Ethnic & Racial Studies* 40.4 (2017): 597–616.
- Mollow, Anna. "Unvictimized: Toward a Fat Black Disability Studies." *African American Review* 50.2 (2017): 105–121.
- Patterson-Faye, Courtney J. "'I like the Way You Move': Theorizing Fat, Black and Sexy." *Sexualities* 19.8 (2016): 926–944.
- Reddy-Best et al. "Race, Colorism, Body Size, Body Position, and Sexiness: Critically Analyzing Women in Fashion Illustration Textbooks." "Race, Colorism, Body Size, Body Position, and Sexiness: Critically Analyzing Women in Fashion Illustration Textbooks." *Clothing & Textiles Research Journal* 36.4 (2018): 281-295.
- Rossie, Amanda. "Moving beyond 'Am I Pretty or Ugly?': Disciplining Girls through YouTube Feedback." *Continuum: Journal of Media & Cultural Studies* 29.2 (2015): 230–240.
- Ryan, Maura. "The Gender of Pregnancy: Masculine Lesbians Talk about Reproduction." *Journal of Lesbian Studies* 17.2 (2013): 119–133.
- Scott-Dixon, Krista. "Big Girls Don't Cry: Fitness, Fatness, and the Production of Feminist Knowledge." *Sociology of Sport Journal* 21.1 (2008): 22–47.
- Swales, Stephanie. "Transphobia in the Bathroom: Sexual Difference, Alterity and Jouissance." *Psychoanalysis, Culture & Society* 23.3 (2018): 290–309.
- Vannini, Phillip and Aaron McCright, "To Die For: The Semiotic Seductive Power of the Tanned Body." *The Body Reader: Essential Social and Cultural Readings*. Eds. Lisa Moore and Mary Kosut. New York: NYUP, 2010. 252-286.
- Wright, Michelle. "Finding a Place in Cyberspace: Black Women, Technology, and Identity." *Frontiers* 26.1 (2005): 48-59.

## **GE Assessment Plan for WGSST 2327: Gender & the Body**

This course fulfills **the GE requirement for Culture and Ideas**.

Expected Learning Outcomes:

- Students analyze and interpret major forms of human thought, culture, and expression.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course satisfies these outcomes by having students analyze cultural texts, practices, and technologies that express and shape our assumptions about and lived experiences of the body.

The G.E. assessment for this course will consist of the comparison of scored rubrics for two key course assignments, Analysis Paper #2 and the Final Project. Both assignments ask students to analyze and interpret a cultural text or practice and to evaluate how it is shaped by and also contributes to cultural perceptions and assumptions about the body. Students write Analysis Paper #2 after extensive classroom discussion of that text including analysis of key passages, while the Final Project requires students independently to choose and do research on a text/practice, select key details for analysis, and present an argument for its significance as a text/practice that both shapes and is shaped by cultural assumptions and perceptions of the body.

The Final Project can vary in format, but all formats can be scored for the same qualities. Because the Final Project is a collaborative effort, the comparisons will be made with the Analysis Papers #2 of the individual group members of the two projects selected for the assessment.

Scoring scale: 0=inadequate 1=adequate 2=above-average 3=very good

Expected Learning Outcomes scored:

- 1) Students analyze and interpret major forms of human thought, culture, and expression.

- 2) Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

ELO#1 will be scored with two questions:

- a) Ability of the student to identify at least two significant features of the text
- b) Ability of the student to interpret these features in the context of the course's discussions of culture and the body

ELO#2 will be scored with two questions:

- a) Ability of the student to identify the cultural norms or perceptions which are at stake in the text
- b) Ability of the student to show how the text challenges or confirms these cultural norms and perceptions

In accordance with our department assessment practices for a 2000-level course, we expect 75% of students will score a 2 (above average) or higher on both ELOs.

Instructors teaching WGSST 2327 will be asked to submit assessment data in January following Autumn semester and in May following Spring semester. The Chair of the Undergraduate Studies Committee, with the assistance of the Program Coordinator, will combine and perform an initial analysis of the data in July. When the Undergraduate Studies Committee reconvenes, a full data review will occur at the first meeting in September. In October, UGSC will present the findings of the assessment data to the faculty, along with any recommendations or calls to action based on the findings.