WMST 495: Gender, Fashion, and the Body

Instructor:
Office:
Office hours: Tuesday/Thursday: 10:00 – 11:00 a.m. or by appointment
Telephone: 757-683-xxxx (Office)
Email: @odu.edu - this is the best way to reach me

Course Description:
Whether we love it or hate it, we all have one: a body. This course explores our relationship with the body. From corsetry to subversive body modification, what makes our cultural understanding of the body unique? How do we engage with bodylore, ritualize experiences of the body, and externalize our internal selves through fashioning, hair, and literal embodiment? How are these experiences impacted by gender, race, class, religion, era, or location? This interdisciplinary class explores the body as a canvas for both history and the future of our concept of individualism. Students will have the opportunity to reflect not only on their own understanding of the body but also that of the body across a variety of experiences. Students will complete auto-ethnographic essays and a course paper on the body relating to her/his/their academic research interests.

Required Texts:
- Craig, Maxine Leeds. *Ain't I A Beauty Queen: Black Women, Beauty, and the Politics of Race.* (Oxford University Press, 2002).
- Farrell, Amy Erdman. *Fat Shame: Stigma and the Fat Body in American Culture*. (New York University Press, 2011).
- Luciano, Lynne. *Looking Good: Male Body Image in Modern America*. (Hill and Wang, 2002).
- Pitts, Victoria. *In the Flesh: The Cultural Politics of Body Modification* (Palgrave Macmillan, 2003).
- All additional readings can be found on Blackboard.

Forms of Evaluation

After discussing bodylore and the body this semester, you will create a portfolio of resources about one aspect of the body. The possibilities are wide ranging. You might write about gender, sexuality, gestures, posturing, non-verbal language, expressions, fashion, garb, hair, body parts, body modification, sex, race, ethnicity, weight, body positivity, exercise, movement, and the list goes on and on!

This portfolio will bring together several different resources that you create throughout the semester, including blog entries, an encyclopedia article, and designing an educational tool. As you develop these resources, they will tie thematically together to

the topic you have chosen, building upon your knowledge at each stage. One of the exciting things about this portfolio is that you will be building a knowledge base for others who are interested in studying bodylore, which is a constantly evolving field. Because our collective work will be featured on the Bodylore blog, *your* voice will be shaping the international conversation about bodies!

https://sites.wp.odu.edu/bodylore/

Your blog and encyclopedia assignments will be written for students and individuals who are not experts in bodylore. You will need to offer pertinent background information and "thick description," a methodology we will discuss in class. The educational tool you create should be pitched at a particular group or audience, so you will want to give thought to what is age and developmentally appropriate, as well as what context the tool might be used in. When you are writing and creating these items, **you are the educator**. Think about who your audience is, what format you want to use to present the information (from hyperlinks to images, text to pamphlet, activity to resource).

After completing these assignments, you should be able to:
- Define bodylore;
- Explain how your chosen topic is part of the larger conversation of bodylore;
- Identify stumbling blocks to bodylore studies;
- Identify credible research and resources about the study of the body;
- Create audience specific education around a bodylore topic;
- Describe why at least one aspect of the body is central to your home discipline.

Submission Guidelines
- Upload a copy of your assignment to the appropriate folder on Blackboard by the start of the class period when it is due
- Bring a hard copy with you to class
- For peer reviewed assignments, staple the peer review to your submission.

Attendance and Class Participation – 15%
You are expected **to regularly attend class and participate** in ways that demonstrate reading comprehension. You are expected to come prepared to discuss the reading assignments. You should have carefully read the texts prior to class and come ready to deepen your understanding of the concepts and issues through our class discussions. It will be helpful for you to take notes to help you remember the main arguments, what your critique is of those arguments, and what questions the text has raised for you. You should bring both these notes as well as copies of the readings with you to class in order to be prepared.

You are expected to attend every class meeting, arriving on time, and with a copy of any required assignment. Repeated lateness or habitual class interruptions (cell phones,

etc.) will be counted as absences. If you have an extended absence due to life circumstances, I am happy to work with you. The first step is to file paperwork with ODU's division of student services (www.studentaffairs.odu.edu/sos/) by following the link for "request for **excused absences**." Once I have received communication from this office, we will make a plan together for ensuring your course success. However, unless we have already reached an agreement or until I have received this paperwork, your absences will be considered unexcused.

Texting and using **cell phones** during class is a distraction not only for you but also those around you. As tempting as it is to quickly answer a text or email, it is unacceptable to have your cell phone, laptop, or tablet out for personal use during class. Please be respectful to the learners around you and keep your devices stowed away unless being used for approved class purposes. **If your phone is used during class, you will be asked to leave and the missed class will be considered an absence.**

Encyclopedia Article (20%):
Select a topic for your encyclopedia article in consultation with me. After you make your topic selection, consider what the important information is that you need to convey about the topic. Consider your reader – it is someone who has little or no background in the topic. You will want to write concisely, clearly, and thoughtfully. This is not an opinion piece or a Wikipedia regurgitation – I will be querying online encyclopedias to ensure that you have not copied content. Use your books and other sources to write the article. Include a suggested reading list of at least three sources or links you would recommend to an interested reader, as well as at least three keyword "tags." Include at least one picture with proper citation to be included with the entry. This assignment should be a minimum of three pages.

You will turn in your final draft, which will be work-shopped in class through peer review. You will have one week after the initial submission to resubmit, incorporating the feedback you received through peer review.

For tips on how to write an encyclopedia article, check out:
http://classroom.synonym.com/write-encyclopedia-style-essay-7845281.html

For tips on how to format an encyclopedia article, check out:
https://plato.stanford.edu/entries/template/#Oth

You can see examples of previous class encyclopedia articles here:
https://sites.wp.odu.edu/bodylore/bodylore-encyclopedia/

	Strong 4	Proficient 3	Developing 2	Beginning 1
Preparation of	Encyclopedia entry shows evidence of	Encyclopedia entry shows evidence of some	Encyclopedia entry shows little evidence	Encyclopedia entry shows no evidence

encyclopedia article (35%)	thorough preparation through reading or reflection. Author speaks as one who has knowledge to share.	preparation through reading and reflection. Author speaks as one who has knowledge to share.	of preparation through reading or reflection.	of preparation through reading or reflection.
Quality of content (45%)	Encyclopedia entry contains substantial information for the reader. The entry addresses the focus question(s) completely.	Encyclopedia entry contains substantial information for the reader. The entry addresses the focus question(s) adequately.	Encyclopedia entry contains minimal information for the reader. The entry minimally addresses the focus question(s).	Encyclopedia entry contains minimal information for the reader. The entry does not address the focus question(s).
Audience and Tone (10%)	The encyclopedia entry conveys clear consideration of audience and the tone used. The author utilizes a professional and academic tone, conveying nuanced understanding of the topic while using clear, concise, and professional language.	The encyclopedia entry conveys some evidence of consideration of audience and the tone used. The author utilizes a professional and academic tone, but the encyclopedia article portrays a only a partially nuanced synthesis and description of the topic.	The encyclopedia entry shows little consideration of the audience and the tone used. Similarly it shows little to no nuance in the presentation of the subject matter.	The encyclopedia entry shows no consideration of the audience or the tone used. It is not a nuanced presentation of the subject matter.
Supporting Items Included (5%)	The author includes relevant links and contextualizes their use for the reader. The links included challenge readers to think critically. The tags identified reflect the nuance of the text written.	The author includes relevant links without contextualizing them for the reader. The tags identified reflect the content of the text written.	The links included by the author show little thought has been given to their impact and promoting continued engagement with the subject. The tags identified are too general to be helpful to the reader.	Links and tags are not submitted or are incomplete.
Conventions (5%)	Encyclopedia entry has no spelling, grammar, and punctuation errors.	Encyclopedia entry has few (<3) spelling, grammar, and punctuation errors.	Encyclopedia entry has many (4-10) spelling, grammar, and punctuation errors.	Encyclopedia entry has significant (>10) spelling, grammar, and punctuation errors

Contemporary Issue Blog (15%):

Write a blog entry reporting on a contemporary issue related to the topic you have chosen for the semester. Offer a summary of the issue (what is happening, why does it matter, what is the news, why is it important, etc.) offering any necessary facts. Analyze the issue, offering your own critique of the topic. Think about what your argument is before you begin writing. What are you trying to convey to your reader? Think of it as a journalist reporting and responding to issues. Include relevant links in addition to citations (see examples below) Include at least one picture with proper citation to be included with the entry. This assignment should be a minimum of three pages and include a minimum of three suggested keyword "tags."

You will turn in your final draft, which will be work-shopped in class through peer review. You will have one week after the initial submission to resubmit, incorporating the feedback you received through peer review.

For inspiration and tips, check out:
https://owl.english.purdue.edu/owl/resource/735/05/

http://msmagazine.com/blog/2017/08/04/women-poorer-health-outcomes-states-anti-abortion-laws/

	Strong 4	Proficient 3	Developing 2	Beginning 1
Preparation of blog entry (25%)	Blog entry shows evidence of thorough preparation through reading or reflection. Author speaks as one who has knowledge to share.	Blog entry shows evidence of some preparation through reading and reflection. Author speaks as one who has knowledge to share.	Blog entry shows little evidence of preparation through reading or reflection.	Blog entry shows no evidence of preparation through reading or reflection.
Quality of content (35%)	Blog entry contains substantial information for the reader. The entry addresses the focus question(s) completely.	Blog entry contains substantial information for the reader. The entry addresses the focus question(s) adequately.	Blog entry contains minimal information for the reader. The entry minimally addresses the focus question(s).	Blog entry contains minimal information for the reader. The entry does not address the focus question(s).
Personal reflection (30%)	Blog entry conveys extensive evidence of a personal response to the focus question(s). Demonstrates the author's growth through reflection on learning.	Blog entry conveys some evidence of a personal response to the focus question(s). Demonstrates the author is capable of reflecting on learning.	Blog entry conveys little evidence of a personal response to the focus question(s).	Blog entry shows no personal response to the focus question(s).
Supporting Items Included (5%)	The author includes relevant links and contextualizes their use for the reader. The links included challenge readers to think critically. The tags identified reflect the nuance of the text written.	The author includes relevant links without contextualizing them for the reader. The tags identified reflect the content of the text written.	The links included by the author show little thought has been given to their impact and promoting continued engagement with the subject. The tags identified are too general to be helpful to the reader.	Links and tags are not submitted or are incomplete.
Conventions (5%)	Blog entry has no spelling, grammar, and punctuation errors.	Blog entry has few (<3) spelling, grammar, and punctuation errors.	Blog entry has many (4-10) spelling, grammar, and punctuation errors.	Blog entry has significant (>10) spelling, grammar, and punctuation errors

Bodylore Blog (15%):
Write a blog entry discussing how bodylore ties to your own home discipline or job interests. As you write this blog entry, think about what the stumbling blocks are for people who want to do body studies in your discipline. Why are they not taken seriously? What are the critiques or pushback? Ultimately, you are offering an argument

for body studies, explaining why it is critical for people who have your same academic/research or professional/job interests. As you write this, think about the tone of your writing. You are writing for an audience of academics, managers, or bosses who need to be persuaded that bodylore is a viable and serious methodology. Because of this, consider what resources you should include, adding at least three relevant links to your blog entry, and making sure that you are writing professionally and not offering unsubstantiated "soapbox" opinions. You should also include at least three keyword "tags." Include at least one picture with proper citation to be included with the entry.

You will turn in your final draft, which will be work-shopped in class through peer review. You will have one week after the initial submission to resubmit, incorporating the feedback you received through peer review.

	Strong 4	Proficient 3	Developing 2	Beginning 1
Preparation of blog entry (25%)	Blog entry shows evidence of thorough preparation through reading or reflection. Author speaks as one who has knowledge to share.	Blog entry shows evidence of some preparation through reading and reflection. Author speaks as one who has knowledge to share.	Blog entry shows little evidence of preparation through reading or reflection.	Blog entry shows no evidence of preparation through reading or reflection.
Quality of content (35%)	Blog entry contains substantial information for the reader. The entry addresses the focus question(s) completely.	Blog entry contains substantial information for the reader. The entry addresses the focus question(s) adequately.	Blog entry contains minimal information for the reader. The entry minimally addresses the focus question(s).	Blog entry contains minimal information for the reader. The entry does not address the focus question(s).
Personal reflection (30%)	Blog entry conveys extensive evidence of a personal response to the focus question(s). Demonstrates the author's growth through reflection on learning.	Blog entry conveys some evidence of a personal response to the focus question(s). Demonstrates the author is capable of reflecting on learning.	Blog entry conveys little evidence of a personal response to the focus question(s).	Blog entry shows no personal response to the focus question(s).
Supporting Items Included (5%)	The author includes relevant links and contextualizes their use for the reader. The links included challenge readers to think critically. The tags identified reflect the nuance of the text written.	The author includes relevant links without contextualizing them for the reader. The tags identified reflect the content of the text written.	The links included by the author show little thought has been given to their impact and promoting continued engagement with the subject. The tags identified are too general to be helpful to the reader.	Links and tags are not submitted.
Conventions (5%)	Blog entry has no spelling, grammar, and punctuation errors.	Blog entry has few (<3) spelling, grammar, and punctuation errors.	Blog entry has many (4-10) spelling, grammar, and punctuation errors.	Blog entry has significant (>10) spelling, grammar, and punctuation errors

Final Project (35%):
After spending the semester thinking about your topic, you will create **an educational tool** to teach others about this aspect of bodylore. You will choose format of your final

project in consultation with me. This project is a celebration of your knowledge – this is your chance to be creative! Likewise, it is your opportunity to educate others about the importance of body studies.

You will be assessed on:
- **Relevance**: Does your project relate to a topic from class in a coherent way?
- **Effort:** Is it clear that you had a vision and then actually put in effort to see that vision through?
- **Educator's Statement**: At the completion of your educational tool, you should complete a 3 page educator's statement in which you describe your work and how it relates to class. Is your statement well written, thoughtful, and articulate? Do you describe your work straightforwardly? Does it explain how your project relates to class?

The sky is the limit with this final educational tool project – think creatively and about your own life passions and how you can use them to help educate others. **It is critical that you discuss your project with me prior to its completion to ensure that it will fulfill this portion of your grade.**

It is easy to get carried away with a creative project and lose focus on the educational component of your project. Carefully think about your audience and what lesson you are teaching them, addressing the hurdles and roadblocks you identified in your previous assignment. You are the content expert – this is now your opportunity to educate others!

	Strong 4	Proficient 3	Developing 2	Beginning 1
Relevance (25%)	The project clearly relates to content covered in class, showing a nuanced understanding of the material covered, demonstrating synthesis of knowledge and not mere regurgitation.	The project clearly relates to content covered in class, showing a general understanding of course content.	The project shows a general understanding of course material but only relates tangentially to the course topics.	The project shows little understanding of course material and does not relate to topics covered in the course.
Effort (30%)	The project shows clear vision and purpose, demonstrating careful consideration of the medium used as well as the overarching goal of the project in education. The project demonstrates attentive detail to its construction.	The project shows a clear vision and general consideration of the medium used. The project shows that care was given to its construction.	The project shows general vision but needs development in its design and execution.	The project shows little consideration to execution of the vision and design.
Educator's Statement (30%)	The statement clearly relates the project to the class, is well written,	The statement relates the project to class, is well written, and	The statement generally addresses the work and	The statement does not consider the audience. It shows

	thoughtful, and articulate. It straightforwardly describes the work with nuance. Consideration of audience appropriate content is explicit. The statement is free from grammatical and syntax errors.	articulate. It describes the work and how the audience was taken into consideration. The statement has few (less than four) grammatical and syntax errors.	considerations of the audience. It contains more than four grammatical or syntax errors.	little consideration of the class. It contains serious grammatical and syntax errors.
Execution (15%)	The project is designed in a thoughtful manner. Clear consideration was given to the creation of the project, as well as to the medium used to convey information. The project is constructed and portrayed in an engaging manner that is appropriate to the audience. It is immediately appropriate for distribution.	The project is constructed carefully, using an appropriate medium for the audience. It shows general thoughtfulness. With a few small tweaks, it will be ready for distribution.	The project is constructed using a medium that is appropriate to the audience but needs development in how it is constructed or how information is conveyed. With revision, it will be ready for distribution.	The project shows little consideration of an audience appropriate medium and has significant issues in its execution. As such, it is not appropriate for distribution.

Need Help?
- Check out the examples in the links on the assignments.
- Chat with Dr. Milligan about your ideas – sometimes talking through things will help you work them out!
- Have someone (family or friend) read through your assignments and give you feedback. You are designing for the "average person," so ask someone outside of class to help you evaluate your work.
- Make an appointment at the Writing Center for help with your work.
- Check out the Bodylore site for examples of past student work.

Assignment	Percentage
Attendance & Participation	15%
Encyclopedia Article	20%
Bodylore Blog	15%
Contemporary Issue	15%
Final Project	35%

Expectations:

Safe Space

I believe that everyone in my classroom should feel safe. I have completed LGBTQ Safe Zone training. In doing so, **I made the commitment to offer a safe space for *all* of my students**, not just those who identify as LGBTQ. If you or someone you know would like to know more about this program or needs to speak confidentially about issues of sexuality or gender identity, please feel free to see me during my office hours, email me, or set up an appointment to meet.

Hate Speech
In a class where we are discussing sensitive issues, you are expected to conduct yourself in a mature and sensitive manner. It is okay to feel uncomfortable - please feel free to ask questions and discuss these issues. **Hate speech, use of derogatory terms, or other hurtful behavior will not be tolerated**. When in doubt, consider your words, use "I" statements, and phrase things in the spirit of inquiry (that is to say, ask genuine questions rather than make assumptions about others).

Due Dates
The due dates for assignments are clearly marked in the syllabus. **Late work will be docked five points for each day that it is late. I will not accept an assignment that is more than one week late.** If you need to change a due date for personal reasons, you should see me well in advance (i.e., at least two weeks before the due date). **All assignments are due at the start of class.** You should print your assignments in advance of class, in case there are issues with ink or paper. You are encouraged to print double-sided. **All assignments must be stapled or will incur a 5-point deduction.**

Religious Holidays
I am familiar with the difficulties of celebrating holidays which conflict with the academic calendar and am happy to accommodate the needs of students of various faith traditions. **Please let me know in advance (i.e. at least two weeks before the holiday) if you need to miss a class in order to observe a religious holiday that our course schedule does not recognize.** This will <u>not</u> count as an absence from the course, and I will gladly work with you to ensure that you do not miss course material.

Honor Code and Plagiarism Policy
Underlying all relationships in this class and all work for this course is integrity. I expect students will act with integrity, and I pledge to do the same. **If you are found to have cheated in any way, whether by failing to cite published work, copying a classmate's work, exchanging exam answers or otherwise violating assignment guidelines, <u>the penalty can range from receiving a zero on the assignment to failure of the entire course.</u>** Please review ODU's guidelines of academic integrity, especially familiarizing yourself with the Student Honor code and the definitions of plagiarism and academic dishonesty, noting that "plagiarism includes making simple changes to borrowed materials while leaving the organization, content, or phraseology intact." **When in doubt, give credit to your sources!**

Statement on Disability

Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you experience a disability which will impact your ability to access any aspect of my class, please present me with an accommodation letter from OEA so that we can work together to ensure that appropriate accommodations are available to you.
- If you feel that you will experience barriers to your ability to learn and/or testing in my class but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodations are necessary.

The Office of Educational Accessibility is located at 1021 Student Success Center and their phone number is (757)683-4655. Additional information is available at the OEA website: http://www.odu.edu/educationalaccessibility/

Grading Scale

A 93.0 - 100 A- 90.0 - 92.9	An "A" indicates outstanding work. Your work shows imagination; originality; organization; attention to detail; the ability to generalize from the particular; as well as proper grammar, punctuation, and spelling.
B+ 86.0 - 89.9 B 83.0 - 85.9 B- 80.0 - 82.9	A grade of "B" indicates that your work is above average in all areas of the course; however, there is room for improvement in some areas. Your work shows organization; attention to detail; and the ability to focus on significant ideas; as well as proper grammar, punctuation, and spelling.
C+ 76.0 - 79.9 C 73.0 - 75.9 C- 70.0 - 72.9	A grade in the "C" range indicates that you have adequately completed all requirements of the course.
D+ 66.0 - 69.9 D 63.0 - 65.9 D- 60.0 - 62.9	A grade in the "D" range indicates that you have significant areas that need improvement.
Below 60.0	An "F" is a failing grade, indicating that you have failed to complete specific course requirements or that you have failed to complete requirements at an acceptable level of performance

Course Schedule

DATE	TOPIC	ASSIGNMENT DUE
01/17	Welcome and Introduction to Class	• None
01/24	The Body	• Body readings on Blackboard • Due: Complete the discussion board prompt for your blogging identity.
01/31	Fashion	• Garb readings on Blackboard • Due: Bodylore Blog
02/07	Considering Fat Shame	• Farrell, 1-81 • Due: Bodylore Blog with peer review
02/14	Narrating Fat Shame	• Farrell, 117-176 • Due: Complete discussion board prompt for selecting your topic for the semester and for the next encyclopedia assignment
02/21	Hair	• Leeds Craig, 109-128 • Due: Encyclopedia article
02/28	Race and Respectability	• Leeds Craig, 23-64 • Due: Encyclopedia article with peer review
03/07	Fashion and the Body	• Leeds Craig, 143-170 • Due: Complete discussion board prompt for selecting your topic for your contemporary issue assignment
03/14	Spring Break	• **No Class**
03/21	Evolution of American Masculinity	• Luciano, 37-100 • Due: Contemporary Issue assignment
03/28	Buffing Up Masculinity	• Luciano, 169-210 • Due: Contemporary Issue assignment with peer review
04/04	Body Art and Body Modification	• Pitts, 1-86 • Due: Complete the discussion board prompt for your final project contract
04/11	Visibly Queer	• Pitts, 87-118
04/18	Cyberpunk	• Pitts, 151-198
04/25	Paper Presentations	• Due: Paper presentation and final project