

For Undergraduate Catalog:

**WGST 4151. Women, Biology and Health. (3)** Cross-listed as WGST 5151. This course provides an understanding of the structure and functions of women's bodies and examines the social, economic, environmental, behavioral, and political factors associated with women's health.

**WGST 4152. Ecological Feminism. (3)** Cross-listed as WGST 5152. This course examines the cultural conditions that make possible the marginalization of both women and nature, the connections between feminism and environmentalism, and the relation between the norms and practices that inform developmental and environmental policies.

**WGST 4160. Race, Sexuality, and the Body. (3)** Cross-listed as WGST 5160. Examines how biological, historical, and cultural interpretations of race and gender influenced and characterized definitions of sexuality and body image among persons of color.

**WGST 4170. Queer Theory. (3)** Cross-listed as WGST 5170. Introduction to key issues in queer theory, a field of studies that questions and redefines the identity politics of early lesbian and gay studies. Queer theory investigates the socially constructed nature of identity and sexuality and critiques normalizing ways of knowing and being.

For Graduate Catalog:

**WGST 5151. Women, Biology and Health. (3)** Cross-listed as WGST 4151. This course provides an understanding of the structure and functions of women's bodies and examines the social, economic, environmental, behavioral, and political factors associated with women's health.

**WGST 5152. Ecological Feminism. (3)** Cross-listed as WGST 4152. This course examines the cultural conditions that make possible the marginalization of both women and nature, the connections between feminism and environmentalism, and the relation between the norms and practices that inform developmental and environmental policies.

**WGST 5160. Race, Sexuality, and the Body. (3)** Cross-listed as WGST 4160. Examines how biological, historical, and cultural interpretations of race and gender influenced and characterized definitions of sexuality and body image among persons of color.

**WGST 5170. Queer Theory. (3)** Cross-listed as WGST 4170. Introduction to key issues in queer theory, a field of studies that questions and redefines the identity politics of early lesbian and gay studies. Queer theory investigates the socially constructed nature of identity and sexuality and critiques normalizing ways of knowing and being.

## Gender, Sexuality, and Women's Studies, Graduate Certificate

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The Graduate Certificate in Gender, Sexuality and Women's Studies can be earned in conjunction with master's or doctoral work in a wide variety of subjects. The certificate can also be earned through a freestanding course of study not linked to a graduate degree. The Graduate Certificate in Gender, Sexuality and Women's Studies will expose students from a variety of disciplines to the core theories and approaches used in studies of women, gender (which includes masculinity), feminism, and sexuality.

The certificate program is open to all students who hold a bachelor's degree from an accredited university and either:

1. are enrolled and in good standing in a graduate degree program at UNC Charlotte, or
2. have a minimum undergraduate GPA of 3.0

All students are admitted to the Graduate School in a special category for certificate programs. In addition to the general requirements for graduate certificate programs explained under the "[Degree Requirements and Academic Policies](#)" section of the *Catalog*, students should submit a letter explaining the applicant's educational and work background, interests, and plans, with an emphasis on how this certificate will enhance, complement, or advance the applicant's work and/or education. Letters of recommendation are not required.

### Certificate Requirements

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The Graduate Certificate in Gender, Sexuality and Women's Studies requires the completion of a minimum of 12 credit hours of graduate coursework. This includes 2 core courses and 2 elective courses.

#### Core Courses (6 credit hours)

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Students are required to complete two of the following courses. Students should select the courses that most closely reflect their interests.

- [WGST 5160 – Race, Sexuality, and the Body \(3\)](#)
- [WGST 5170 – Queer Theory \(3\)](#)
- [WGST 6601 - Theoretical Approaches to Sexuality \(3\)](#)
- [WGST 6602 - Theoretical Approaches to Gender \(3\)](#)
- [WGST 6603 - Language, Gender and Power \(3\)](#)
- [WGST 6627 - Feminist Theory and its Applications \(3\)](#)

## **Elective Courses (6 credit hours)**

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Students are also required to complete two elective courses at the graduate level. Any graduate level course offered by the Women's and Gender Studies Program will count as an elective. Elective courses can also come from other disciplines. These courses may be seminars, directed readings or directed research courses as long as they focus on women, gender, feminism, or sexuality. Students wishing to use a course offered in another department or program as an elective should have the Graduate Program Director or Director of Women's and Gender Studies approve the course prior to enrolling in it.

## **Transfer Credit**

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Transfer credit is not accepted in the certificate program.

# 2014-2015 LONG SIGNATURE SHEET

**RECEIVED**  
11-20-15



**UNC CHARLOTTE**

Proposal Number: WGST 11-9-2015

Proposal Title: Course Numbers & Core Requirements

Originating Department: Women's & Gender Studies

TYPE OF PROPOSAL: UNDERGRADUATE \_\_\_\_\_ GRADUATE \_\_\_\_\_ UNDERGRADUATE & GRADUATE XX  
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
			Approved	<u>DEPARTMENT CHAIR</u> <i>Katie Hogan</i> [print name here:] Katie Hogan
		11/30/2015	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> <i>Janet E Levy</i> [print name here:] Janet E Levy
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> <i>Elizabeth Stearns</i> [print name here:] Elizabeth Stearns
			Approved	<u>COLLEGE DEAN</u> <i>Shawn Long</i> [print name here:] Shawn Long
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR (for undergraduate content)</u>
			Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content)
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



# UNC CHARLOTTE

## LONG FORM COURSE AND CURRICULUM PROPOSAL

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To: College Course & Curriculum Committee and Graduate Council

From: Kent L. Brintnall, Coordinator, Gender, Sexuality & Women's Studies  
Graduate Certificate, kbrintna@uncc.edu

Date: November 9, 2015

Re: Assigning permanent course number to four courses and adding two courses to the core of the certificate program

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### I. CONTENT OF PROPOSALS

#### A. SUMMARY

- (1) Assign permanent course number to Ecological Feminism
- (2) Assign permanent course number to Queer Theory
- (3) Assign permanent course number to Race, Sexuality & the Body
- (4) Assign permanent course number to Women, Biology & Health
- (5) Add Queer Theory and Race, Sexuality & the Body as courses that can be taken to as "core courses" for the Graduate Certificate in Gender, Sexuality & Women's Studies.

## B. JUSTIFICATION

1. All four of these courses have been offered several times as topics courses at the 4000/5000-level. They now need to be assigned permanent numbers as they have become fixtures of the Program's curriculum.

Queer Theory and Race, Sexuality & the Body represent central subject matter of the Graduate Certificate. Making these courses options for fulfilling the "core course" requirement will make it easier for students to complete the certificate.

2. None of these courses have pre- or co-requisites. To enroll in the 5000-level section of each course, students must have post-baccalaureate or graduate student standing.
3. The attached syllabi demonstrate that these courses clarify the distinct expectations, assignments and grading scales for undergraduate and graduate students. The subject matter, readings and assignments establish that they are appropriately classified as 4000/5000-level courses.
4. In addition to bringing frequently offered topics courses into the regular curriculum, these courses contribute to the Women's & Gender Studies program. Ecological Feminism contributes to the College's goal of promoting sustainability. Women, Biology & Health furthers the Program's goal of establishing a focus on gender and health. Queer Theory and Race, Sexuality & the Body cover topics central to the Graduate Certificate Program and further diversify the Program's offerings.
5. The courses to which we propose assigning permanent course numbers are always offered as 4000/5000 courses, and have had adequate enrollments.

### **Ecological Feminism**

Spring 2013: 22

Spring 2014: 22

Spring 2015: 14

### **Queer Theory**

Spring 2013: 23

Spring 2014: 17

Spring 2015: 17

### **Race, Sexuality & the Body**

Fall 2012: 20

Fall 2013: 25

Fall 2014: 19

Fall 2015: 22

### **Women, Biology & Health**

Fall 2013: 26

Fall 2014: 19

Fall 2015: 20

### **C. IMPACT**

1. What groups of students will be served by this proposal?

The students most directly impacted by this proposal will be undergraduate students pursuing the Women's & Gender Studies minor (300+) and those pursuing the Gender, Sexuality & Women's Studies graduate certificate (roughly 20 students). In addition, students from History, English, Religious Studies, Sociology and the Colleges of Education and Nursing who frequently take WGST courses will be impacted. Adding Queer Theory and Race, Sexuality and the Body to the core courses for the graduate certificate will make it easier for students to complete the requirements of that certificate and thus help that program to serve more students.

2. What effect will this proposal have on existent courses and curricula?

- a. The courses will be taught, as they have been taught, roughly once per academic year.
- b. Because these courses have been part of the regular offerings of the program as topics courses, assigning them permanent numbers will not change the content or frequency of other courses in the curriculum. Depending on enrollment numbers, adding two new courses to those that can fulfill the core requirements for the GSW graduate certificate may alter the frequency with which we offer some of courses that can fulfill this requirement.
- c. Enrollments for these courses will likely stay the same as those listed above. Enrollments may increase slightly as recruitment for the graduate certificate increases the number of students involved in that program.
- d. Because these courses have been offered as topics courses, assigning them permanent numbers and offering them with the same frequency should not effect enrollments in other courses.
- e. Because these courses are WGST courses, adding permanent course numbers should not require alterations to the course catalog beyond the description for the Gender, Sexuality & Women's Studies Graduate Certificate.

### III. RESOURCES REQUIRED TO SUPPORT PROPOSAL

- A. **PERSONNEL.**  
None. Because courses are already taught by existing personnel, and can be by multiple faculty members, no additional personnel are needed.
- B. **PHYSICAL FACILITY.**  
Because courses are already offered in existing facilities, no additional physical space will be required.
- C. **EQUIPMENT AND SUPPLIES.**  
Because courses are taught with current allocations of resources, no additional equipment and supplies will be necessary.
- D. **COMPUTER.**  
Because courses are currently taught with existing computer equipment and software, no additional resources will be necessary.
- E. **AUDIO-VISUAL.**  
Because courses are taught adequately with existing audio-visual equipment, no additional resources will be needed.
- F. **OTHER RESOURCES.**  
Because courses are taught adequately with the current provision of resources, no additional resources should be necessary.
- G. **SOURCE OF FUNDING.**  
Because no additional resources will be needed, no funding will be necessary.

### IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.**  
See attached.
- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.**  
Because Queer Theory is frequently cross-listed with English and Religious Studies and because Race, Sexuality & the Body is frequently cross-listed with History, we consulted with those departments about these proposed changes. Please see the attached e-mails for documentation that they approve of the changes we are seeking.
- C. **HONORS COUNCIL CONSULTATIONS.**  
Not applicable.



**V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL**

**A. ORIGINATING UNIT.**

The Director of the Women's and Gender Studies Program and the Coordinator of the Gender, Sexuality & Women's Studies Certificate have reviewed this proposal.

**B. CREDIT HOUR.**

XX The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.

**C. ATTACHMENTS.**

**1. CONSULTATION**

**2. COURSE OUTLINE/SYLLABUS**

**3. PROPOSED CATALOG COPY:**

See attached page.

a. For a new course or revisions to an existing course, check all the statements that apply:

XX These courses will be cross listed with another course.  
Insofar as these courses are offered as 4000/5000 courses, they will be cross-listed across the undergraduate and graduate offerings within WGST. As noted above, and as reflected in our consultations, they may also be cross-listed periodically with other departments.

There are prerequisites for this course.

There are corequisites for this course.

This course is repeatable for credit.

This course will increase/decrease the number of credits hours currently offered by its program.

This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the [facultygovernance@uncc.edu](mailto:facultygovernance@uncc.edu) for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an existing Academic Plan of Study?

Yes. If yes, please provide updated Academic Plan of Study in template format.

XXNo.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

Yes. If yes, please provide updated SLOs in template format.

XXNo.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

XXYes. Briefly explain below.

These courses typically do not rely on textbooks, but rather readings made available on Moodle.

No. Briefly explain below.

## PROPOSED CATALOG COPY

### For Undergraduate Catalog, Women's & Gender Studies Program:

WGST 4151. Women, Biology and Health. (3) This course provides an understanding of the structure and functions of women's bodies and examines the social, economic, environmental, behavioral and political factors associated with women's health. *Cross listed with WGST 5151.*

WGST 4152. Ecological Feminism. (3) This course examines the cultural conditions that make possible the marginalization of both women and nature, the connections between feminism and environmentalism, and the relation between the norms and practices that inform developmental and environmental policies. *Cross listed with WGST 5152.*

WGST 4170. Queer Theory. (3) Introduction to key issues in queer theory, a field of studies that questions and redefines the identity politics of early lesbian and gay studies by investigating the socially constructed nature of identity and sexuality and critiquing normalizing ways of knowing and being.

### For Graduate Catalog, Gender, Sexuality & Women's Studies Graduate Certificate:

*Insert under "Core Courses":*

Students are required to complete two of the following courses. Students should select the courses that most closely reflect their interests.

WGST 5160 – Race, Sexuality, and the Body (3)

WGST 5170 – Queer Theory (3)

WGST 6601 – Theoretical Approaches to Sexuality (3)

WGST 6602 – Theoretical Approaches to Gender

WGST 6603 – Language, Gender, and Power (3)

WGST 6627 – Feminist Theory and Its Applications (3)

*Insert under "Courses in Women's & Gender Studies":*

WGST 5151. Women, Biology and Health. (3) This course provides an understanding of the structure and functions of women's bodies and examines the social, economic, environmental, behavioral and political factors associated with women's health. *Cross listed with WGST 4151.*

WGST 5152. Ecological Feminism. (3) This course examines the cultural conditions that make possible the marginalization of both women and nature, the connections between feminism and

environmentalism, and the relation between the norms and practices that inform developmental and environmental policies. *Cross listed with WGST 4152.*

WGST 5160. Race, Sexuality, and the Body. (3) Examines how biological, historical and cultural interpretations of race and gender influenced and characterized definitions of sexuality and body image among persons of color.

WGST 5170. Queer Theory. (3) Introduction to key issues in queer theory, a field of studies that questions and redefines the identity politics of early lesbian and gay studies by investigating the socially constructed nature of identity and sexuality and critiquing normalizing ways of knowing and being.



# UNC CHARLOTTE

A History Making Library

## Continuation of Library Holdings

To: **Paul Brubaker**

From: **Stephanie Gardner**

Date: **September 23, 2015**

Subject: **W81T 43000000 - Women, History and Health**

### Summary of Librarian's Evaluation of Holdings

Evaluator: Stephanie Gardner Date: Sept. 23, 2015

#### Physical Check Only

- Holdings are current
- Holdings are adequate
- Holdings are complete and reflect current information
- Holdings are integrated

#### Comments:

Allen Library has an excellent set of holdings. The proposed area of study is well covered and books that are not held by the Library can be obtained through Interlibrary Loan.

The major databases that will provide material relevant to the course are Academic Search Complete, JSTOR, Health, Project Muse, Proquest, PubMed, Sage Journals Online, Bibliography Services, Web of Knowledge, and Compendex.

In addition to these electronic resources, the Library holds over 1,000,000 print volumes and has access to approximately 70,000 electronic books and 20,000 print and electronic articles.

Overall, Allen Library has adequate resources to support the proposed course. I would suggest having conversations at this point to help coordinate related courses that are offered in the program.

*Stephanie Gardner*  
Library Services

September 23, 2015  
BY \_\_\_\_\_

Page 1 of 1



# UNC CHARLOTTE

J. Murry Atkins Library

## Consultation on Library Holdings

To: Karl Britnal

From: Bridgette Sanders

Date: September 29, 2015

Subject: WEST 4000.000/0005.000 - Queer Theory

### Summary of Librarian's Evaluation of Holdings:

Evaluator: Bridgette Sanders Date: Sept. 29, 2015

#### Please Check One:

Holdings are superior

Holdings are adequate

Holdings are adequate only if Dept. purchases additional items.

Holdings are inadequate


#### Comments:

Atkins Library has an excellent set of databases in the proposed area of study. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan.

For databases that will provide research support for this course are Academic Search, JSTOR, Project Muse, PsycInfo, Sage Journals Online, Sociological Abstracts, Web of Science, and ScienceDirect.

In addition to these electronic resources, the library holds over 1,000,000 print volumes and has access to approximately 70,000 electronic books and 80,000 print and electronic serials. We also have access to several streaming video collections such as LGBT Study in Video.

Overall, Atkins Library has adequate resources to support the proposed course. I would support funding this course as long as it is permitted to keep the collection current. Otherwise, the collection is adequate.

Bridgette Sanders  
Librarian's Signature

Sept 29, 2015  
Date

Revised 10/2008  
04416



# UNC CHARLOTTE

A. Harry Allen Library

## Evaluation of Library Holdings

To: Faculty

From: Biological Sciences

Date: September 26, 2015

Subject: Evolutionary Ecology

### Summary of Librarian's Evaluation of Holdings:

Evaluator: Biological Sciences Date: Sept 26, 2015

#### Please Check One:

Holdings are superior

Holdings are adequate

Holdings are adequate only if Dept. purchases additional items

Holdings are inadequate

X  
\_\_\_\_\_  
\_\_\_\_\_

#### Comments:

Various Library have an excellent set of databases in the proposed area of study. Journal titles and books that are not held by the Library can be obtained through Interlibrary Loan.

The major databases that will provide research support for this course are Academic Search Complete, JSTOR, Animal Mass, Sage Journals Online, Ecological Abstracts, Web of Science, and Embase/Excerpta.

In addition to these electronic resources, the Library holds over 1,000,000 print volumes and has access to approximately 70,000 electronic books and 60,000 print and electronic serials.

Overall, A. Harry Allen Library has adequate resources to support the proposed course. I would suggest buying monographs as funds permit to keep the collection current. Otherwise, the collection is adequate.

Erin H. Jander  
Biological Sciences

Sept 26, 2015  
Date

Form 1000  
04/10

## WGST 4152/5152 Ecological Feminism

Location: Wednesday 5:30 – 8:15, Fretwell 114

Dr. Bartsch

Office: Barnard 208

Phone: 704-687-5101

Office Hours: Wednesday, 2:00 – 5:00

[ibartsch@uncc.edu](mailto:ibartsch@uncc.edu)

### **Course Description:**

In this course, we will examine: the cultural conditions that make possible the marginalization of both women and nature; the connections between feminist and environmental movements; and the ways that developmental and environmental policies reflect Eurocentric norms and practices that exclude women's knowledge and experience.

### **Learning Objectives:**

1. Students should understand and be able to identify ecofeminist principles.
2. Students should acquire an understanding of ecology and feminist ethics needed for an ecofeminist praxis.
3. Students should be able to relate land use practices, patterns of natural resource utilization and environmental health concerns to colonial practices and industrial globalization.
4. To further develop critical thinking and analytical skills through, research, discussion and writing.

### **Required Readings:**

Mary Mellor. *Feminism & Ecology*, New York University Press, 1997.

Vandana Shiva. *Staying Alive: Women, Ecology and Development*, South End Press, 2010.

There also will be readings made available on your Moodle course page.

### **Classroom Policies:**

You are expected to be physically present and academically prepared for all class meetings. This is your responsibility and frequent absences will affect your final grade. Because this is an environment where ideas should be shared and discussed, all voices and viewpoints are encouraged. However, you are expected to exercise respect, consideration and courtesy for other members of the class, including the instructor.

***No electronic devices should be used in the classroom. Disrespectful or disruptive behavior will not be tolerated and you will be asked to leave.***



Information pertaining to this class (syllabus, grades, additional readings, forum discussions and assignments to be submitted on-line) will be available on MOODLE 2. If you are not familiar with this system, please complete the Student Tutorial on MOODLE.

### **RELEVANT UNIVERSITY POLICIES:**

**Student Authentication:** All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributions to a group assignment. Definitions of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>.

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work

**Definition of a Credit Hour:** This on-line course requires at least three hours of direct faculty instruction/involvement each day. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and studying for quizzes and exams

**Disability Services:** Students with documented disabilities are eligible to receive assistance from the Office of Disability Services, located in Fretwell 230, 704-687-4355, and at <http://www.ds.uncc.edu/>.

**Religious Observance:** Students will be given an opportunity to make-up work missed due to an absence that is due to the observation of a recognized religious holiday.

## **COURSE REQUIREMENTS AND ASSIGNMENTS FOR UNDERGRADUATE STUDENTS**

You are expected to be physically present and academically prepared for all class meetings. This is your responsibility and frequent absences will affect your final grade. Because this is an environment where ideas should be shared and discussed, all voices and viewpoints are encouraged. However, you are expected to exercise respect, consideration and courtesy for other members of the class, including the instructor.

**I will deduct 2 points per day for any materials not handed in on the due date and will not accept materials once I have handed them back. Materials submitted electronically, unless specified, are considered late.**

### **Evaluation:**

Your final grade will be based on a total of 200 points, broken down as follows:

**Assignments (50 points):** Five on-line assignments and forums worth 5 points each.

**Papers (60 points):** Three, 4 page (approximately 1000 words) focus papers to demonstrate your understanding of course topics. Papers should be double-spaced, 12 point font, with 1" margins, correctly cited, and carefully edited. As you read through your texts, you will see that topics are interconnected and integrated. Do your best to use this same method to synthesize ideas as you compose your own papers. There will be a link on Moodle where you can submit your papers, with the exception of Paper 1 for which I will need a paper copy.

**Evaluation:** Final grades will be based a total of 200 points, broken down as follows:

- **Assignments (60 points).** Six in-class and out-of-class assignments, each worth a possible 5-10 points each class. You must be present and contribute to the Moodle discussion Forum in order to complete assignments and receive full credit.
- **Papers (90 points).** There will be 3, 5 page ( at least 1000 word) papers on each of the major themes we cover – theory, application, and intervention:
  - Women, Nature and Culture **Hard copy**
  - Manipulation and Exploitation
  - Activism

Please pay attention to the “Avoid These Writing Mistakes” in the course Resource Block.

- **Test (50 points).** There will be one, comprehensive, short essay test at the end of the course.

**I will deduct 2 points per day for any materials not handed in on the due date. Unless specified, materials submitted electronically will be considered late. I will not accept materials once I have handed them back.**

Grading scale:

A – 180 - 200 points

D – 120 – 139 points

B – 160 - 179 points

F – less than 119 points

C – 140 - 159 points

Information pertaining to this class (syllabus and grades) will be available on MOODLE.

**My guidelines for grading ALL written assignments are (1) is it on topic/address the assignment; (2) are the ideas well organized and well supported; and, (3) has the text been carefully edited for grammatical errors.**

## **COURSE REQUIREMENTS AND ASSIGNMENTS FOR GRADUATE STUDENTS**

You are expected to be physically present and academically prepared for all class meetings. This is your responsibility and frequent absences will affect your final grade. Because this is an environment where ideas should be shared and discussed, all voices and viewpoints are encouraged. However, you are expected to exercise respect, consideration and courtesy for other members of the class, including the instructor.

**I will deduct 2 points per day for any materials not handed in on the due date and will not accept materials once I have handed them back. Materials submitted electronically, unless specified, are considered late.**

### **Evaluation:**

Your final grade will be based on a total of 300 points, broken down as follows:

**Assignments (60 points):** Six on-line and in-class assignments and fora worth 5 – 10 points each class.

**Papers (90 points):** There will be 3, 5 page papers (at least 1000 words) to demonstrate your understanding of the major themes we cover – theory, application, and intervention understanding of. Papers should be double-spaced, 12 point font, with 1" margins, correctly cited, and carefully edited. As you read through your texts, you will see that topics are interconnected and integrated. Do your best to use this same method to synthesize ideas as you compose your own papers. There will be a link on Moodle where you can submit your papers, with the exception of Paper 1 for which I will need a paper copy.

- Women, Nature and Culture **Hard copy**
- Manipulation and Exploitation
- Activism

Please pay attention to the "Avoid These Writing Mistakes" in the course Resource Block.

**Book Review (50 points):** Graduate students will select a scholarly book that is related to one or more of the topics that we address in this class. The book must be approved by the professor by the 5<sup>th</sup> week of class.

**Research Essay (50 points):** Graduate students will write a 3000 word typed essay (12 point, 1" margins) examining a major concept related to women's health from a feminist perspective. The topic must be approved by the professor by the 5<sup>th</sup> week of class.

**Final Exam (40 points).**

**My guidelines for grading All written assignments are (1) do they focus on the topic; (2) are ideas well supported; and, (3) have they been carefully edited.**

**Grading scale:**

A – 270 - 300 points

B – 240 - 269 points

C – 210 - 239 points

U—fewer than 209 points

**Tentative Class Schedule**

**Week 1**

Introduction – Syllabus, expectations

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**Week 2 – Why Ecofeminism**

“Introduction”, pp. 1-13 in *Feminism & Ecology*

“Ecofeminist Thought”, pp. 44-70 in *Feminism & Ecology*

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**Week 3 - Culture**

“Development, Ecology and Women”, pp. 1-13 in *Staying Alive*

“Science, Nature and Gender”, pp. 14-37 in *Staying Alive*

“Women Biology and Nature in Feminist Thought”, pp. 71-101 in *Feminism & Ecology*

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**Week 4 - Online**

“Women and the Environment”, pp. 14-43 in *Feminism & Ecology*

“Women and Nature: A Privileged Standpoint?”, pp. 102-126 in *Feminism & Ecology*

“Women in Nature”, pp. 38-54 in *Staying Alive*

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**Week 5**

Surviving Progress

Paper 1 due

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**Week 6**

Forests and Water, pp. 55-95 in *Staying Alive*” and pp. 179-217 in *Staying Alive*

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**Week 7**

Genetic Modification

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**Week 8 - Online**

“Women in the Food Chain”, pp. 96-178 in *Staying Alive*

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**Week 9**

Spring Break

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**Week 10**  
Militarism and Violence

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**Week 11 - Online**

Climate Change  
Paper 2 due

**Week 12**  
Species Conservation

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**Week 13**  
Ecotourism

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**Week 14 - Online**

Activism  
Paper 3 due

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**Week 15**  
Effecting Change

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**Week 16**  
Test

ENGL 4050.090/5050.090//RELS 4000.09/5101.093//WGST 4050.090/5050.090

QUEER THEORY

Wednesday, 6:30-9:15

Friday 122

Kent L. Brintnall, [kbrintna@uncc.edu](mailto:kbrintna@uncc.edu) Office Hours: Tue., 4:30-6:00pm, or by appointment

hermaphrodite, epicene, androgyne, gynandroid, bisexual, homosexual; Lesbian; pervert, sodomist, sodomite; homo, queer, fairy, pansy, queen, nance, Nancy or nancy, Molly or molly, Miss Molly, betty, painted Willie, fag, fagot, flute [*all slang*]; *tertium quid* [L.], neither one thing nor the other.

monstrosity, monster, miscreation, abortion . . . , freak.

— *Roget's International Thesaurus* (1946)

Unlike gay identity, which . . . is . . . rooted in the positive fact of homosexual object-choice, queer identity need not be grounded in any positive truth or in any stable reality . . . . "Queer" does not name some natural kind or refer to some determinate object; it acquires its meaning from its oppositional relation to the norm. Queer is . . . *whatever* is at odds with the normal, the legitimate, the dominant. . . . *There is nothing in particular to which it necessarily refers.* It is an identity without an essence. "Queer," then, demarcates not a positivity but a positionality vis-à-vis the normative—a positionality that is not restricted to lesbians and gay men but is in fact available to anyone who is or who feels marginalized because of her or his sexual practices . . . . "Queer" . . . does not designate a class of already objectified pathologies or perversions; rather, it describes a horizon of possibility whose precise extent and heterogeneous scope cannot in principle be delimited in advance. It is from the eccentric positionality occupied by the queer subject that it may become possible to envision a variety of possibilities for reordering the relations among sexual behaviors, erotic identities, constructions of gender, forms of knowledge, regimes of enunciation, logics of representation, modes of self-constitution, and practices of community—for restructuring, that is, the relations among power, truth, and desire.

— David Halperin, *Saint Foucault* (1995)

What's striking is the number and *difference* of the dimensions that "sexual identity" is supposed to organize into a seamless and univocal whole . . . . That's one of the things that "queer" can refer to: the open mesh of possibilities, gaps, overlaps, dissonances and resonances, lapses and excesses of meaning when the constituent elements of anyone's gender, of anyone's sexuality aren't made (or *can't be made*) to signify monolithically . . . . At the same time, a lot of the most exciting recent work around "queer" spins the term outward along dimensions that can't be subsumed under gender and sexuality at all: the ways that race, ethnicity, postcolonial nationality criss-cross with these *and other* identity-constituting, identity-fracturing discourses . . . . A hypothesis worth making explicit: that there are important senses in which "queer" can signify only *when attached to the first person*. One possible corollary: that what it takes—all it takes—to make the description "queer" a true one is the impulsion *to use it in the first person*.

— Eve Kosofsky Sedgwick, *Tendencies* (1993)

*Queerness* . . . figures . . . the place of the social order's death drive . . . . Queerness attains its ethical value precisely insofar as it accedes to that place, accepting its figural status as resistance to the viability of the social while insisting on the inextricability of such resistance from every social structure . . . . Queerness can never define an identity; it can only ever disturb one.

— Lee Edelman, *No Future* (2004)

\* \* \* \* \*

*Given the nature of this course, students will be required to read about, discuss and write about sexual identities, desires and practices, some of which may seem foreign, disturbing or even repellant. If such work will make you uncomfortable, you should not be in this class. Class discussion will focus on assigned texts. No student will be required to reveal their sexual identities, desires or practices, but some students may choose to do so. If such revelations will make you uncomfortable, or if you will be unable to engage the fact of sexual diversity in a respectful, mature manner, you should not be in this class.*

\* \* \* \* \*

#### **GENERAL RESPONSIBILITY**

*To succeed in this course, you must be proactive.* This includes both doing the work outlined in the syllabus and taking initiative if problems arise. If you do not understand the material or my expectations, if life is impinging on you in some way, or if my teaching style is not working for you, please let me know. I will not always be able to solve the problem, but I am completely unable to provide a remedy if I do not know one is needed.

*I want every student in this class to succeed.* In selecting readings, crafting assignments, and setting a schedule, I have tried to create a framework that will help you do your best work. In presenting material, articulating expectations, and responding to assignments, I strive to be as clear as I can. I will not, however, hunt you down or pester you to make sure you are doing what is required.

#### **SPECIFIC EXPECTATIONS**

You are expected to (1) attend, and be on time for, all class meetings; (2) read carefully all assigned readings prior to the class session for which they are assigned; (3) participate actively and productively in class discussions; (4) be familiar with the syllabus; (5) take responsibility for fulfilling all course requirements; and (6) check your NinerMail account regularly for communications from the instructor.

You are **NOT** expected to agree with the views espoused by the instructor, the course materials or other students; you are expected to manage any disagreement respectfully and productively.

#### **E-MAIL COMMUNICATION**

I will communicate with you as a class and as individuals using your NinerMail (university e-mail) account. You are responsible for checking this account regularly and responding promptly to any requests. *I will circulate readings for the course via e-mail. You are responsible for accessing these materials.*

## **ATTENDANCE**

Students are expected to attend, and be on time for, all class meetings. **Every absence after one, for whatever reason, will result in a five-point deduction from your final grade. Every two instances of arriving late or leaving early will count as one absence.** If you are absent, you are responsible for getting any announcements, lecture notes, handouts or assignments.

The exception to this policy is absences necessitated by religious observance. You may miss two classes for religious observance, but you must provide me with written notice (which includes e-mail correspondence) of the class you will be missing for this reason no later than **Friday, January 25.**

## **ACCOMMODATION OF DISABILITIES**

If you have a disability that qualifies you for accommodations, please provide a letter from Disability Services at the beginning of the semester. For more information regarding accommodations, please contact the Office of Disability Services ([www.ds.uncc.edu](http://www.ds.uncc.edu)).

## **DIVERSITY STATEMENT**

Consistent with the University's commitment to inclusivity, I pledge to do my best to run the class in a manner that is respectful of difference, including but not limited to, physical and mental ability, age, socio-economic status, body size, religious identity, gender, gender identity, race, ethnicity, sexual orientation, nationality and veteran status. You are expected to be respectful of these differences in your conduct in class and on campus.

As a sign of this respect, you should write in a way that recognizes diversity. In other words, you should, at the very least, use gender-inclusive language and strive to be mindful of metaphors that may have problematic racial, ethnic, class, sexual or (dis)ability connotations.

## **REQUIRED TEXTS**

Leo Bersani, *Homos* (Cambridge, MA: Harvard University Press, 1995).

Judith Butler, *Gender Trouble* (New York: Routledge, 1999 [1990]).

Lee Edelman, *No Future: Queer Theory and the Death Drive* (Durham: Duke University Press, 2004).

Michel Foucault, *Discipline & Punish: The Birth of the Prison*, trans. Alan Sheridan (New York: Vintage Books, 1977 [1975]).

Michel Foucault, *History of Sexuality: An Introduction*, trans. Robert Hurley (New York: Vintage Books, 1978 [1976]).

Sigmund Freud, *Three Essays on the Theory of Sexuality*, trans. James Strachey (New York: Basic Books, 2000 [1905]).

Additional readings will be made available via e-mail.

**Please bring all readings to the relevant class session.**



### **CLASS PREPARATION**

Because this course focuses on close, critical analysis of difficult texts, you will need to devote sufficient time to preparing for class both to contribute to discussion and to do well on assignments. You must read carefully prior to class taking note of the ideas and questions you want to bring to our collective conversation. You should make sure, at a minimum, that you can summarize the author's main point(s), the evidence marshaled, the chief rhetorical strategies employed and any notable short-comings. You should familiarize yourself with new vocabulary and investigate the relevant historical, cultural and intellectual background.

Class sessions will be a combination of lecture, textual analysis and discussion. We will not have time to discuss fully all of the assigned reading during class time, but our collective consideration of the material will give you a basic understanding of the important ideas contained in these texts. Our consideration of specific passages and our discussion will give you practice engaging these texts, enhancing your ability to explore the materials more carefully and thoughtfully on your own. Our class meetings are an opportunity to try your hand at interpreting these materials, deepening your understanding of them, ask questions of them, and developing your own ideas in relation to them. Your written work provides the opportunity to demonstrate, develop and deepen this engagement. Most of the work of analyzing, evaluating, and engaging these materials will have to be done outside of class when you read, take notes and prepare your written assignments.

### **CLASS DECORUM**

(1) Be on time for class. If you must arrive late or leave early, do so as unobtrusively as possible. (2) Strive to distract as little as possible from the business at hand: this includes eating and drinking, side conversations, getting situated at the beginning of class and after breaks, etc. (3) Phones should not be used *as phones* during class. If I observe you text-messaging during class, I may ask you to leave class and it will be counted as an absence. (4) Computers, electronic tablets and phones may be used during class only to take notes or read electronic readings. If I observe you using these devices for any other purpose, I may ask you to leave, it will be counted as an absence, ***and it will jeopardize use of such devices for the remainder of the semester for all students in the course.***

## SCHEDULE

### 1.9 INTRODUCTION TO COURSE

Kent L. Brintnall, "Re-building Sodom and Gomorrah: The Monstrosity of Queer Desire in the Horror Film," *Culture and Religion* 5, no. 2 (2004): 145-60.

- 1.16 Gayle Rubin, "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality," in *Deviations: A Gayle Rubin Reader*, 137-81 (Durham, NC: Duke University Press, 2011 [1982]).

Lauren Berlant and Michael Warner, "Sex in Public," in *Queer Studies: An Interdisciplinary Reader*, ed. Robert J. Corber and Stephen Valocchi, 170-83 (Malden, MA: Blackwell Publishing, 2003 [1998]).

Teresa de Lauretis, "Queer Theory: Lesbian and Gay Sexualities—An Introduction," *differences: A Journal of Feminist Cultural Studies* 3, no. 2 (1991): iii-xviii.

David L. Eng, Judith Halberstam and José Esteban Muñoz, "What's Queer about Queer Studies Now?" *Social Text* 23, nos. 3-4 (2005): 2-17.

- 1.23 Eve Kosofsky Sedgwick, *Epistemology of the Closet* (Berkeley: University of California Press, 1990), 1-90.

Eve Kosofsky Sedgwick, "Paranoid Reading and Reparative Reading, or, You're So Paranoid, You Probably Think This Essay is about You," in *Touching Feeling: Affect, Pedagogy, Performativity*, 123-52 (Durham: Duke University Press, 2003 [1997]).

Eve Kosofsky Sedgwick, "Making Gay Meanings" and "Thinking through Queer Theory," in *The Weather in Proust*, ed. Jonathan Goldberg, 183-203 (Durham: Duke University Press, 2011 [2001, 2000]).

- 1.30 Foucault, *Discipline and Punish*, 3-69, 195-308.

- 2.6 Foucault, *History of Sexuality*.

- 2.13 Judith Butler, "Imitation and Gender Insubordination," in *Inside/Out: Lesbian Theories, Gay Theories*, ed. Diana Fuss, 13-31 (New York: Routledge, 1991).

Butler, *Gender Trouble*, vii-44.

2.20 Butler, *Gender Trouble*, 45-100.

Judith Butler, "Melancholy Gender/Refused Identification," in *The Psychic Life of Power*, 132-50 (Stanford, CA: Stanford University Press, 1997 [1993]).

**\*\*\*Last day to submit first expository essay.**

**\*\*\*Graduate Students' Literature Reviews topics due by noon, Monday, February 25.**

2.27 Butler, *Gender Trouble*, 101-90.

Judith Butler, *Bodies that Matter: On the Discursive Limits of "Sex"* (New York: Routledge, 1993), 1-55, 223-42.

**\*\*\*Last day to submit second expository essay.**

3.6 SPRING BREAK – No Class

3.13 Freud, *Three Essays on the Theory of Sexuality*

Sigmund Freud, "Fetishism" in *The Standard Edition of the Complete Psychological Works of Sigmund Freud*, ed. and trans. James Strachey, vol. XXI, 152-57 (London: Hogarth, 1961 [1927]).

Sigmund Freud, "The Dissolution of the Oedipus Complex," in *The Standard Edition of the Complete Psychological Works of Sigmund Freud*, ed. and trans. James Strachey, vol. XIX, 173-82 (London: Hogarth, 1961 [1924]).

Leo Bersani, *The Freudian Body: Psychoanalysis and Art* (New York: Columbia University Press, 1986), 29-50.

Bersani, *Homos*, 77-112

3.20 Leo Bersani, "Is the Rectum a Grave?" "Sociability and Cruising," and "Psychoanalysis and the Aesthetic Subject," in *Is the Rectum a Grave? and Other Essays*, 3-30, 45-62, 139-53 (Chicago: University of Chicago Press, 2010 [1987, 2002, 2006]).

Bersani, *Homos*, 1-10, 31-76.

Leo Bersani, "The Power of Evil and the Power of Love," in *Intimacies*, Leo Bersani and Adam Phillips, 57-87 (Chicago: University of Chicago Press, 2008).

- 3.27 Jacques Lacan, "The Mirror Stage," "Aggressiveness in Psychoanalysis," and "The Signification of the Phallus," in *Écrits: The First Complete Edition in English*, trans. Bruce Fink, 75-101, 575-84 (New York: Norton, 2006 [1949, 1948, 1958]).

Tim Deán, *Beyond Sexuality* (Chicago: University of Chicago Press, 2000), 22-60, 215-280.

Tim Dean, *Unlimited Intimacy: Reflections on the Subculture of Barebacking* (Chicago: University of Chicago Press, 2009), 176-212.

- 4.3 Lee Edelman, *No Future: Queer Theory and the Death Drive* (Durham: Duke University Press, 2004).

**\*\*\*First analytical paper due by noon, Friday, April 5.**

- 4.10 Guy Hocquenghem, *Homosexual Desire*, trans. Daniella Dangoor (Durham: Duke University Press, 1993 [1972]), 49-150.

**\*\*\*One-sentence description of final paper topic due by 5PM, Monday, April 15.**

- 4.17 Workshop on Final Papers

**\*\*\*Proposals for Final Papers due by noon, Friday, April 19.**

- 4.24 Lynne Huffer, *Mad for Foucault* (New York: Columbia University Press, 2010), 122-86.

José Esteban Muñoz, *Cruising Utopia: The Then and There of Queer Futurity* (New York: New York University, 2008), 1-32, 91-96.

Tim Dean, "An Impossible Embrace: Queerness, Futurity, and the Death Drive," in *A Time for the Humanities: Futurity and the Limits of Autonomy*, ed. James J. Bono, Tim Dean, and Ewa Plonowska Ziarek, 122-245 (New York: Fordham University Press, 2008).

**\*\*\*Second analytical paper due by noon, Friday, April 26.**

**\*\*\*Graduate Student Literature Review due by noon, Monday, May 6.**

**FINAL EXAM MEETING: Wednesday, May 8, 8-10PM.**

**\*\*\*Final paper due by noon, Thursday, May 9.**

## **ASSIGNMENTS**

You must submit all assignments by e-mail (kbrintna@uncc.edu). If I am unable to open your attachment, I will notify you. If you do not submit a readable version within 24 hours, I will grade the paper at my discretion. All assignments must be double-spaced, in a 12-point font, with one-inch margins and no extra spaces between paragraphs. ***No late papers will be accepted.***

### **Expository Papers**

You must submit **two (2)** 2-3 page expository papers by **Wednesday, February 27**. You may only submit one expository paper a week. These papers should focus on a single reading and must be submitted before class on the day the reading is assigned. (For example, an expository essay on Gayle Rubin's essay "Thinking Sex" would be due before class on Wednesday, January 16.) These papers should summarize the reading's main idea and explain the argument that supports it. A strong expository paper will provide a concise, clear and complete summary of the author's most significant ideas. These papers should not move beyond summary to critique or interrogation; the skill you should be practicing is accurate and adequate explanation of an argument.

### **Analysis Papers**

You must submit **two (2)** 4-6 page analysis papers after Spring Break. One of these papers is due no later than **noon, Friday, April 5**; the other is due no later than **noon, Friday, April 26**. These papers must do more than summarize the readings; they must develop an argument, raise a question, generate an idea or explain an insight in relation to the course materials. These papers may explain the value of an author's idea(s), express disagreement with an author's idea(s), or defend an author's approach against criticism. These papers may consider materials read at any point in the course. You must, however, select a topic that will allow you to give close, careful attention to texts and questions under discussion. You should use these analytical papers to develop ideas that you can explore more fully in your final paper. ***One of these papers must put the course materials in conversation with a news story from the past year. Students must provide a full citation to the news story in question.***

### **Final Paper**

Undergraduates must write a final paper of 8-10 pages; graduate students must write a final paper of 15-20 pages. ***Proposals for the final paper are due by noon, Friday, April 19. Final papers are due by noon on Thursday, May 9.*** The final paper must frame an argument relevant to the course's themes and questions. You should not attempt to discuss all of the authors and readings considered in class; you should instead identify a specific idea, question or theme that is interesting to you and then develop it in relation to the most pertinent course materials. Although this paper may return to ideas explored in our analytical essays, it must be more than a summation of prior work.

### Literature Review

Graduate students must submit an 8-10 page literature review of some clearly defined subset of materials that form a part of the academic field of queer theory. These reviews must focus on a strain of queer theory not considered in the course—for example, transgender studies, queer of color critique, queer temporality, queer theory and religion. Graduate students will need to explore secondary literature in the field to identify a suitable conversation and the materials that comprise it. The literature review must provide an overview of the character, contributions and development of this subfield as well as adequate summaries of the most significant texts within it. **Graduate students must submit a description of the topic of their literature review to the professor by e-mail by noon on Monday, February 25. These reviews are by noon on Monday, May 6. Graduate students will give oral presentations about their reviews at the final exam session on Wednesday, May 8.**

### GRADING

In grading your assignments, I will use the following criteria:

- (1) Is the work satisfactory as an *expository* exercise? Does it summarize accurately the material under consideration? Does it give attention to the most relevant and important ideas? Does it characterize fairly and engage sympathetically ideas with which it disagrees? Does it consider a sufficient range of sources?
- (2) Is the work satisfactory as an *analytical* exercise? Does it have a clear thesis or central claim(s)? Is it expressed and organized in a persuasive manner? Does it evince intellectual engagement beyond summation and exposition? Does it engage questions, themes and ideas relevant to the course? Does it extend consideration of course materials beyond class discussion?
- (3) Is the work satisfactory as a *writing* exercise? Is it free of grammatical, spelling and stylistic errors? Does it provide accurate and adequate citations? Does it demonstrate attention to rhetorical stylization?

Ideally, your work will open up some new dimension of—i.e., teach me something about—the material. At a minimum, it must summarize the materials accurately, clearly and completely and present an analysis (evaluation, critique, application, extension) that engages the course's themes and questions.

Ideally, your writing will be absolutely free of spelling, grammar, stylistic and citation mistakes. Your reader cannot engage your ideas if she or he is distracted by problems in your writing. **If I find myself spending too much time copy-editing your work, I will deduct a letter grade, return it without comment and give you 24 hours to submit a revised version. If I find spelling errors that could have been caught by spell-check, I will give the paper a U and return it without comment.**

You must follow Kate L. Turabian's *Manual of Style*, 7th ed., or the *MLA Style Manual*, 7th ed., for questions of grammar, style and citation form.

Two additional style rules that apply to assignments for this course:

- (1) Do not use "you" in formal writing.  
Incorrect: "This passage in Irigaray makes you aware of your body."  
Correct: "This passage in Irigaray makes the reader aware of her body."  
(Note that this version forces the writer to think about the identity of the reader: would male-identified readers have the same bodily experience as female-identified readers?)
- (2) Do not use contractions in formal writing.

Your writing should privilege depth over breadth. It is better to address a small point, and do it well, than to try something grand, and do it superficially. There is no expectation, in this class or the world, that you be exhaustive. Instead, you should frame a question well, engage texts attentively, represent others' ideas accurately, explain your own thinking clearly, and write in an engaging, rhetorically sensitive manner.

You should consider issues beyond proofreading and clarity of expression. You should also think about form and style. You should be attentive to how you organize an essay, how you begin and end a paper, how you express yourself (from word choice to examples to quotations to metaphors), and how you vary the length and complexity of sentences and paragraphs. While I do not expect you to imitate the style(s) of authors from this course in any specific way, you should pay attention to what you like and dislike in their writing, what you think works and what you think fails, and try to incorporate that knowledge into your own writing. In other words, you should read course materials not only to gain ideas, but also to glean insights about how you want to express ideas.

***Remember, you will not be in the room when I am reading your work: what you put on the page must be a clear, complete and precise statement of your ideas.***

\* \* \* \* \*

***You should familiarize yourself with and conform your conduct to the University's Code of Student Academic Integrity. Plagiarism on any assignment will result in a failing grade for the course.***

\* \* \* \* \*

#### **GRADE BREAKDOWN**

##### Undergraduates

Expository Papers: 20%  
Analysis Papers: 40%  
Final paper: 40%

##### Graduate Students

Expository Papers: 10%  
Analysis Papers: 20%  
Final paper: 50%  
Literature Review: 20%

## **GRADE DESCRIPTIONS**

Grades are not a judgment on you. They are a way of communicating how one particular assignment reflects analytical skills and writing ability with respect to a specific set of materials and questions.

- A** Exceptional work. Evinces exhaustive preparation and thoughtful engagement in every aspect of the assignment. Careful, accurate, complete, sympathetic interpretation of material and presentation of ideas. General observations supported by specific, concrete detail. Contains a strong, clear thesis. Contributes something interesting, unique or creative beyond class discussion. Clear, well-organized writing free of grammatical, spelling and stylistic errors.
- B** Strong work. Attentive to the most significant details of the material under consideration. Conversant with the course's themes and questions. Expresses an obvious main point. Presents a reasonable interpretation supported by sufficient evidence. Clear, well-organized writing free of serious grammatical, spelling and stylistic errors.
- C** Acceptable work with some problems. May fail to attend to important features of the material under discussion. May fail to address the course's themes and questions. May have an unclear or unsupported thesis. Analysis may be too general or superficial. Writing may be unclear, disorganized or have numerous grammatical, spelling and stylistic errors.
- D** Work with serious problems. Analysis is very general, gets significant details wrong, or ignores details that are inconsistent with the paper's main point. Discussion fails to engage the readings or the course's themes. Significant problems with clarity or organization. Significant issues with grammar, spelling or style. Repetition of errors noted in prior papers.
- F** Unacceptable work.

***If you come to class, participate in discussion, demonstrate a commitment to doing well on your assignments and improve over the course of the semester, I will take that into consideration when translating your individual assignment grades into a course grade.***



**NOTE ON GRADES FOR GRADUATE STUDENTS**

The range of grades used in graduate courses at UNC Charlotte is A (commendable), B (satisfactory), C (marginal), and U (unsatisfactory). Most A-level undergraduate work is B-level graduate work. At the graduate level, a B indicates you must refine and develop your skills to succeed in the academy. A C indicates serious deficiencies in the skills essential to success; it is the equivalent of a D or F in undergraduate study. One final grade of C automatically generates a written warning from the Graduate School Dean and may prevent you from pursuing further graduate work. A second C is sufficient grounds for permanent dismissal from the graduate program. The receipt of a single U in any graduate course while at UNC Charlotte results in immediate academic suspension, which effectively ends your graduate career at this institution.

## SYLLABUS

**TOPICS IN WOMEN'S STUDIES: RACE, SEXUALITY, AND THE BODY WOMEN'S AND GENDER STUDIES 4160 003 (WGST 5050-003, GRADUATE) MONDAYS AND WEDNESDAYS 11:00 am to 12:15 pm, COLLEGE OF EDUCATION BUILDING, 201 DR. SONYA RAMSEY, PROFESSOR**

**OFFICE HOURS; MONDAYS 10-10:50 AM; WEDNESDAYS 10-10:50 AM AND 2-3 PM, AND BY APPOINTMENT, OFFICE 126 GARRINGERPHONE: 704-687-5154; EMAIL: [sramse17@uncc.edu](mailto:sramse17@uncc.edu)**

### COURSE DESCRIPTION

This course examines how biological, historical, and cultural interpretations of race and gender influenced and characterized definitions of sexuality and body image among persons of color. Discussion topics include the scientific and historical descriptions of the racialized body; the impact of race upon historical and cultural representations of beauty, racialized concepts of masculinity, femininity, homosexuality, and heterosexuality; and the politicization of the male and female body as it relates to violence, activism, popular culture, labor and relationships.

### LEARNING OBJECTIVES AND OUTCOMES

- To discuss the anthropological, biological, and historical foundations of the constructions of race and gender in the United States.
- To gain a greater understanding of how racialized thinking has shaped attitudes concerning male and female sexuality.
- To examine how race has directed historical and cultural representations of masculinity and femininity.
- To explore how women of different races and ethnicities have been influenced by and reacted to concepts and images of beauty.
- To explore the impact of race upon the politicization of the body focusing on activism, labor, popular culture, and relationships.
- To further develop critical thinking and analytical skills through research, discussion, writing, and presentation.

**ALL ASSIGNMENTS AND/OR INFORMATION STATED IN THE SYLLABUS MAY BE SUBJECT TO CHANGE.**

### REQUIRED READINGS

REQUIRED TEXT: (BOOKSTORE OR AT AN ONLINE BOOKSTORE) Patricia Hill Collins, *Black Sexual Politics: African Americans and the New Racism* (New York: Routledge, 2005).

MS. IN THE CLASSROOM (UNDERGRADUATES ONLY) Ms. Magazine Digital. NOTE: How to purchase Ms. Magazine Digital: Go to [www.MsintheClassroom.com](http://www.MsintheClassroom.com) and click on "STUDENT REGISTRATION" to register online and use a credit card or PayPal to purchase your individual Ms. in the Classroom 6 month \$19.99 digital subscription. You receive access to all quarterly issues of Ms. magazine since Winter 2009, plus The Best of 30 Years of Ms. Reporting and The Best of 30 Years of Ms. Fiction & Poetry. If you need assistance, contact the Ms. in the Classroom Helpdesk by email [micsupport@msmagazine.com](mailto:micsupport@msmagazine.com) or call 866-471-3652 toll free.

THE OTHER REQUIRED READINGS ARE ON MOODLE.

### COURSE POLICIES

- Class attendance is imperative to learning. Your class reactions/participation grade will be based on your presence and the quality of your contributions to discussions. Class reactions and participation comprise 20% of the total grade for undergraduates. More than two unexcused absence may result in a reduction in your class reaction/participation grade. More than four unexcused absences may result in reduction of your overall grade. If you are late, sit in the back. Excessive lateness (more than two times) may also result in a reduction of your class reaction/participation grade. Students are required to be on time and notify the teacher in case of absence. An absence never excuses you from completing an assignment or reading.
- Do not schedule appointments or meetings during class time.
- Texting, talking on the cell phone or using a computer for activities unrelated to this class may result in a grade reduction.
- Students are excused for religious holidays; however, please notify the teacher so that she may note your absence.
- Students are to interact with fellow students in the classroom in a respectful manner.
- Students should be aware of the University's deadlines for dropping courses.
- Please discuss any questions or problems you have with an assignment before the turn in date.
- Email is the best way to contact me; however, please do not expect me to immediately respond to emails after business hours and on the weekends. However, if you don't get any response from me, don't assume that I received the email. Send a delivery receipt. I am also available to meet with students during my office hours, by appointment, and by phone.
- As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate based on that disability. Student responsibility primarily rests with informing faculty of the need for accommodation and in providing authorized documentation through designated administrative channels.

#### UNC CHARLOTTE CODE OF ACADEMIC INTEGRITY & CODE OF STUDENT RESPONSIBILITY

Students have the responsibility to know and observe the regulations of the UNC Charlotte Code of Academic Integrity. See [www.uncc.edu/dos/judicial](http://www.uncc.edu/dos/judicial) for more information. The Code forbids cheating, fabrication, or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials and taking part in academic dishonesty. All instances of academic integrity violations will be investigated. Penalties for academic dishonesty may range from a grade of F in an assignment or course to expulsion from the University. Students are expected to report cases of academic dishonesty to the course instructor. If you ever have a question or are unsure about work in association with this policy, please do not hesitate to ask your instructor.

#### TURNITIN

As a condition of taking this course, papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. Such works will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student's written consent and permission. I cannot accept or

grade your assignments if you do not turn in the form. The signed form can either be given to the professor in person in class or scanned and emailed by 9/21.

### **SEXUAL HARASSMENT POLICY**

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

### **COURSE REQUIREMENTS AND ASSIGNMENTS FOR UNDERGRADUATE STUDENTS**

#### **CLASSROOM PARTICIPATION**

You should do all of the readings ahead of time, attend all classes, and support your fellow classmates by reacting to facilitators' questions and presentations. In order to stimulate class discussion, students may be encouraged to contribute written comments in class.

#### **COURSE ASSIGNMENTS**

Assignments are to be uploaded to Moodle before the deadline. Make sure that you allow ample time to make sure that your file has time to properly upload. If you are having technical difficulties and cannot upload your paper, email it to me, [sramse17@uncc.edu](mailto:sramse17@uncc.edu). If you cannot email it to me, place your paper in my box in the history office, Garringer 226. **DON'T EVER SLIDE PAPERS UNDER MY DOOR!** Technical difficulties are never an excuse for late papers.

#### **CLASS FACILITATORS: (START SEPT. 9).**

Each student will select a daily reading and lead the class discussion by preparing questions for the class to answer. Facilitators are responsible for preparing enough questions or information for at least 20 minutes of discussion. Each student will send a copy of the questions to the professor at least one day prior to their facilitation date. In order to encourage discussion and support the facilitators, the rest of the students will engage in active learning where they will not only answer the facilitator's questions, but also prepare one to three questions of their own to add to the discussion.

#### **MS. MAGAZINE RESEARCH REVIEW (RESEARCH DAY 9/23, DUE 10/26).**

Choose three articles from Ms. Magazine Digital that relate to any topic discussed in class. Write a one-to-three page typewritten review paper. Your review paper should include the following:

- Why you chose the readings.
- How do the readings connect?
- A summary of the writer's main points and supporting arguments
- Important concepts, questions, and issues encountered in the articles
- How convincing were the author's arguments and why?

**MAJOR UNDERGRADUATE PROJECT: SELECT EITHER A OR B OR COMBINE THE TWO.**

**ANNOTATED BIBLIOGRAPHIES FOR PROJECT A DUE TWO WEEKS BEFORE THE PRESENTATION DATE.**

**A: CREATIVE PRESENTATION PROJECT (PRESENTATIONS BEGINS SEPT. 14)**

Student(s) will create a presentation, either a documentary, original film, dramatic or cultural performance based upon one or more of the major themes presented in class. The performance may include reactions from family, friends or teachers etc., but must be based upon at least five scholarly works and/or research. Students may work in pairs. Projects will be presented in class. Projects must be performed on the day scheduled. Projects should also include discussion questions for the class. Each project must be at least 20 minutes in length and approved by the professor. Students must provide a written text or script of the project of at least five pages. If working in pairs, students can submit one written text for the project together, but each student must upload their own copy to Moodle. The text must also include a list of each participant's duties. Students must sign-up for their presentation on the sign-up sheet.

**ANNOTATED BIBLIOGRAPHIES FOR PROJECT B AND GRADUATE ESSAYS ARE DUE OCT. 5.**

**B: RESEARCH ESSAY (DUE NOV. 16)** Individual students will research and write a 10-to-12 page typed research essay discussing a topic, theme, or event relating to the major themes discussed in class. Students must base their essay on at least five scholarly books and/or articles. Reading materials may be used as sources, but additional sources will be necessary. TOPICS ARE DUE TO THE PROFESSOR BY 9/14. In each essay, the student must:

- receive topic approval from the Professor.
  - cite their paper in the Chicago, MLA, or APA style. (See Professor for directions).
- GRADUATE FINDINGS AND ADDITIONAL PRESENTATIONS MONDAY, DEC. 14, 11 AM TO 1:30 PM**

### **COURSE REQUIREMENTS AND ASSIGNMENTS FOR GRADUATE STUDENTS CLASSROOM PARTICIPATION**

You should do all of the readings ahead of time, attend all classes, and support your fellow classmates by reacting to facilitators' questions and presentations. In order to stimulate class discussion, students may be encouraged to contribute written comments in class.

### **COURSE ASSIGNMENTS**

Assignments are to be uploaded to Moodle before the deadline. Make sure that you allow ample time to make sure that your file has time to properly upload. If you are having technical difficulties and cannot upload your paper, email it to me, sramse17@uncc.edu. If you cannot email it to me, place your paper in my box in the history office, Garringer 226. **DON'T EVER SLIDE PAPERS UNDER MY DOOR!** Technical difficulties are never an excuse for late papers.

### **ANNOTATED BIBLIOGRAPHY OR LITERATURE REVIEW DUE OCT 5**

Graduate Students will compile a three-to-five page annotated bibliography or literature review of relevant scholarly sources relating to their research essay. Your bibliography must contain at least ten to fifteen sources.

### **BOOK REVIEW. DUE 10/26**

Graduate Students will select a scholarly book that relates to one or more of the topics

discussed in this class and write a five-page critical essay review assessing the writer's arguments, evidence and/or theories. The book must be approved by the professor.

**RESEARCH ESSAY DUE: NOV. 16**

Graduate Students will write a 15-to-20 page typed research essay examining a major historical or theoretical concept(s) or theme(s) or philosophy relating to race, sexuality, and the body emerging from the fields of African American Studies, Anthropology, Asian American Studies, History, Latina(o) Studies, Sociology, Women's Studies, and Queer Studies (Lesbian, Gay, Bisexual, Transgender, Intersexual, Asexual (LGBTQIA), and Body Studies. The topic must be approved by the professor. TOPICS ARE DUE TO THE PROFESSOR BY SEPT. 14

**PRESENTATION OF FINDINGS, DEC. 14, 11 AM-1:30 PM (ATTENDANCE IS MANDATORY)**

Each graduate student will then present his or her research findings to the class in a 10-minute presentation during the final exam period.

**GRADING POLICIES**

**MY GUIDELINE FOR ASSIGNING LETTER GRADES (WRITTEN ASSIGNMENTS)**

**A-, A, A+** Outstanding work, complete mastery of the material presented, combined with some originality and willingness to think. For written assignments, this means I will be able to hear your authorial voice, not that of a book, or my own. The paper will also be largely free from errors in mechanics, usage, and sentence structure.

**B-, B, B+**

Solid command of the material with some gaps or mistakes in sound essay or discussion. A "B" paper has perhaps less originality or analysis than an "A" paper, but will demonstrate clear understanding of the assignment and will contain evidence of your ability to understand and organize information in an orderly fashion. It will state the major points, with some evidence of your ability to support key ideas. It will be largely free from serious errors and will be generally well and clearly written.

**C-, C, C+**

Either falls short in terms with the assignment (by failing to understand the assignment or the material in question; by merely stating ideas with no ability to support them) or will be illogical and disorderly or will be so flawed by mechanical errors that the paper is difficult to read.

**D**

Is characterized by two or three of the flaws described in a C paper. The student, however, will have attempted to deal with the topic.

**F**

Reserved for the papers and assignments that fail to address the topic adequately, or are unreadable due to mechanical errors or disorganization, or exhibit examples of plagiarism.

**GRADE PERCENTAGES (UNDERGRADUATE)**

Creative Project Description and Outline/Annotated Bibliography 10%

(I Will Not Accept the Final Paper or Presentation without an Annotated Bibliography)

Major Project 30%

Facilitation 20%

Ms. Magazine in the Classroom 20%

Class Reactions and in-class exercises 20%

### **GRADE PERCENTAGES (GRADUATE)**

Book Review	20%
Annotated Bibliography	15%
(I Will Not Accept the Final Paper without an Annotated Bibliography)	
Final Paper	50%
Presentation of Findings	5%
Class Participation	10%

**Please note:** Grades available for undergraduates are A, B, C, D, and F. Grades available for graduate students are A, B, C, and U. A first "C" for a graduate student will generate a warning from the Graduate School; a second "C" is sufficient grounds for termination from the graduate school. A single "U" grade will result in termination from the graduate school.

### **CLASS SCHEDULE**

**WEEK 1 THE SOCIAL CONSTRUCTION OF RACE AND GENDER  
(SIGN-UP FOR FACILITATIONS AND PRESENTATIONS)**

**8/24 NO CLASS/CONVOCATION (READ AT HOME)**

Rupe Simms, "Controlling Images and the Gender Construction of Enslaved African Women," *Gender and Society*, vol. 15, no. 6. (Dec. 2001), 879-

897 <http://links.jstor.org/sici?sici=0891-2432%28200112%2915%3A6%3C879%3ACIATGC%3E2.0.CO%3B2-Q>

**8/26 INTRODUCTION TO COURSE AND COURSE POLICIES**

Beverly Guy Sheffall. "The Body Politic: Black Female Sexuality and the Nineteenth-Century Euro-American Imagination" in *Skin Deep, Spirit Strong: The Black Female Body in American Culture*, Kimberly Wallace-Sanders, Ed., 13-35.

**WEEK 2 SOCIAL CONSTRUCTION OF RACE AND GENDER CONTINUED.**

8/31 Betsy Lucal, "What It Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System" *Gender and Society*, vol. 13, no. 6. (Dec. 1999), 781-797.

<http://links.jstor.org/sici?sici=08912432%28199912%2913%3A6%3C781%3AWIMTBG%3E2.0.CO%3B2-A>

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Martin, Karin A., "Research Disputing Conventional Views on Gender, Becoming a Gendered Body: Practices of Preschools" *American Sociological Review*, vol. 63, no. 4 (Aug. 1998), 494-511. <http://links.jstor.org/sici?sici=0003-1224%28199808%2963%3A4%3C494%3ABAGBPO%3E2.0.CO%3B2-6>

9/2 Cressida J. Heyes. "Changing Race, Changing Sex: The Ethics of Self-Transformation," *Journal of Social Philosophy*, vol. 37 issue 2 (Summer 2006), 266-282. <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=20889050&site=ehost-live>

**WEEK 3 THE TRANSGENDER EXPERIENCE (NO CLASS 9/7, LABOR DAY)  
(FACILITATIONS START 9/9) ( ONE FACILITATOR FOR ALL ARTICLES)**

9/9 Salvador Vidal-Ortiz, "The Figure of the Transwoman of Color through the Lens of

Revised 05/06/14  
OAA/mjw

"Doing Gender," *Gender and Society*, Vol. 23, No. 1 (February 2009), pp. 99-103.  
<http://www.jstor.org.librarylink.uncc.edu/stable/20676756>

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Catherine Connell, "Doing, Undoing, or Redoing Gender? Learning from the Workplace Experiences of Transpeople," *Gender and Society*, Vol. 24, No. 1 (February 2010), pp. 31-55

<http://www.jstor.org.librarylink.uncc.edu/stable/20676845>

**WEEK 4 INTERSECTIONALITY AND BISEXUALITY (ONE FACILITATION FOR EACH ARTICLE), (UNDERGRADUATE/GRADUATE RESEARCH TOPICS DUE), (PRESENTATIONS START 9/14)**

9/14 Georgia Warnke, "Intersexuality and the Categories of Sex." *Hypatia* 16, no. 3 (2001): 126-137. <http://muse.jhu.edu.librarylink.uncc.edu>

9/16 Beverly Yuen Thompson. Fence Sitters, Switch Hitters, and Bi-Bi Girls: An Exploration of "Hapa" and Bisexual Identities," *Frontiers: A Journal of Women Studies*, vol. 21, (2000), 171-180. <http://links.jstor.org/sici?sici=0160-9009%282000%2921%3A1%2F2%3C171%3AFSSHAB%3E2.0.CO%3B2-R>

**WEEK 5 GAY, LESBIAN, AND GENDER FLUID (ONE FACILITATOR FOR EACH READING).**

9/21 Brian Joseph Gilley. "Becoming Two-Spirit," University of Nebraska Press, 2006, 29 pages.

9/23 *MS. MAGAZINE* IN THE CLASSROOM RESEARCH DAY- NO CLASS HELD

**WEEK 6 THE GAY AND LESBIAN EXPERIENCE CONTINUED**

9/28 (ONE FACILITATION FOR EACH READING) Collins "Prisons for Our Bodies, Closets for Our Minds Racism, Heterosexism, and Black Sexuality" 87.

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Judy Tzu-Chun Wu. "Was Mom Chung "A Sister Lesbian"? Asian American Gender Experimentation and Interracial Homoeroticism," *Journal of Women's History*, vol. 13, no. 1, (Spring 2001), 58-

82. [http://muse.uq.edu.au/journals/journal\\_of\\_womens\\_history/v013/13.1wu.html](http://muse.uq.edu.au/journals/journal_of_womens_history/v013/13.1wu.html)

9/30 Craig M. Loftin. "Unacceptable Mannerisms: Gender Anxieties, Homosexual Activism, and Swish in the United States, 1945-1965," *Journal of Social History*, Vol. 40, No. 3 (Spring, 2007), pp. 577-596. Stable URL: <http://www.jstor.org/stable/4491939>.

**WEEK 7 MASCULINITY CONT. (ONE FACILITATION FOR EACH ARTICLE) (ANNOTATED BIBLIOGRAPHIES FOR THE UNDERGRADUATE AND GRADUATE RESEARCH ESSAYS DUE, OCT. 5)**

10/5 Collins, "Booty Call: Sex Violence, and Images of Black Masculinity" 149.

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Julia Grant. "A "Real Boy" and Not a Sissy: Gender, Childhood, and Masculinity, 1890-1940," *Journal of Social History*, vol. 37, no. 4, (Summer 2004), pp. 829-



851. [https://connect2.uncc.edu/journals/journal of social history/v0371/DanaInfo=muse.jhu.edu+37.4grant.html](https://connect2.uncc.edu/journals/journal%20of%20social%20history/v0371/DanaInfo=muse.jhu.edu+37.4grant.html)

10/7 (ONE FACILITATOR FOR EACH ARTICLE)

Matthew Bentley, "Playing White Men: American Football and Manhood at the Carlisle Indian School, 1893-1904," *The Journal of the History of Childhood and Youth*, (Volume 3, Number 2, Spring 2010), 187-209.

[.http://muse.jhu.edu/journals/hcy/summary/v003/3.2.bentley.html](http://muse.jhu.edu/journals/hcy/summary/v003/3.2.bentley.html)

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Angela Stroud, "Good Guys with Guns: Hegemonic Masculinity and Concealed Handguns," *Gender & Society* (April 2012 vol. 26 no. 2) 216-238. <http://gas.sagepub.com.librarylink.uncc.edu/content/26/2/216>

WEEK 8 FEMININITY AND SEXUALITY, 10/12 (NO CLASS FALL BREAK).

10/14 Cheryl D. Hicks. "'Bright and Good Looking Colored Girl: 'Black Women's Sexuality and 'Harmful Intimacy' in Early-Twentieth-Century New York," *Journal of the History of Sexuality* 18.3 (2009): 418-

456. [https://connect2.uncc.edu/journals/journal of the history of sexuality/v018/Dana Info=muse.jhu.edu+18.3.hicks.pdf](https://connect2.uncc.edu/journals/journal%20of%20the%20history%20of%20sexuality/v018/DanaInfo=muse.jhu.edu+18.3.hicks.pdf)

WEEK 9 FEMINITY AND SEXUALITY CONT. (ONE FACILITATION FOR EACH READING)

10/19 Bertram J. Cohler, and Robert M. Galatzer-Levy. "Freud, Anna, and the Problem of Female Sexuality," *Psychoanalytic Inquiry*, 28, no. 1: pp. 3-26.

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=30055722&loginpage=Login.asp&site=ehost-live>.

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Collins, "Rethinking Black Gender Ideology, "Get Your Freak On: Sex, Babies, and Images of Black Femininity," 119.

10/21 Karen D Pyke and Denise L. Johnson, "Asian American Women and Racialized Femininities: "Doing" Gender across Cultural Worlds," *Gender and Society*, vol. 17, (Feb. 2003), 33-53.

WEEK 10 IMAGES OF FEMININITY AND BEAUTY (MS. MAGAZINE UNDERGRADUATE ASSIGNMENT DUE) (GRADUATE BOOK REVIEW DUE)

10/26 Blain Roberts, "A New Cure for Brightleaf Tobacco: The Origins of the Tobacco Queen During the Great Depression," *Southern Cultures*, Volume 12, Number 2, Summer 2006, 30-52.

10/28 Janell Hobson. The "Batty" Politic: Toward an Aesthetic of the Black Female Body," *Hypatia*, Vol. 18, No. 4, Women, Art, and Aesthetics (Autumn -Winter, 2003), 87-105. <http://www.jstor.org/stable/3810976>.

WEEK 11 POLITICIZATION OF THE BODY-IDENTITY (ONE FACILITATOR FOR EACH ARTICLE)

11/2 Eric L. Goldstein, "Different Blood Flows in Our Veins": Race and Jewish Self-Definition in Late Nineteenth Century America," *American Jewish History*, 85.1 (1997) 29-55.

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Marta Cruz-Janzen, "Latinegras: Desired Women--Undesirable Mothers, Daughters, Sisters, and Wives," *Frontiers: A Journal of Women Studies*, Volume 22, Number 3, 2001, 168-183. <http://muse.jhu.edu/journals/fro/summary/v022/22.3cruz-janzen.html>

11/4 Shireen M. Roshanravan, "Passing-as-if: Model-Minority Subjectivity and Women of Color-Identification," *Meridians: feminism, race, transnationalism*, Volume 10, Number 1, 2009, 1-31.

WEEK 12 POLITICIZATION OF THE BODY --CULTURE (ONE FACILITATOR FOR EACH READING)

11/9 Xuan Santos. The Chicana Canvas Doing Class, Gender, Race, and Sexuality through Tattooing in East Los Angeles," *Feminist Formations*, Volume 21, Number 3, Fall 2009, 91-120.

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Tanisha C. Ford. "SNCC Women, Denim, and the Politics of Dress," *The Journal of Southern History*, Volume LXXDC, No. 3, August 2013 1-35.

11/11 Natalie Adams and Pamela Bettis, "Commanding the Room in Short Skirts: Cheering as the Embodiment of Ideal Girlhood," *Gender and Society*, Vol. 17, No. 1 (Feb., 2003), 73-91. <http://www.jstor.org/stable/3081815> .

WEEK 13 POLITICIZATION OF THE BODY-VIOLENCE (ONE FACILITATOR FOR EACH ARTICLE) (UNDERGRADUATE AND GRADUATE RESEARCH ESSAYS DUE, 11/16)

11/16 Martha Hodes, "The Sexualization of Reconstruction Politics: White Women and Black Men in the South after the Civil War," *Journal of the History of Sexuality*, vol. 3, no. 3, (Jan. 1993), 402-417

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Adrienne Davis, "Don't Let Nobody Bother Yo' Principle:" in *The Sexual Economy of Slavery in Sister Circle: Black Women and Work*, Sharon Harley, ed. 103-125.

11/18 (TWO FACILITATORS FOR ALL READINGS)

Collins, "Assume the Position: The Contours of Sexual Violence," 215.

\*\*\*\*\* (ONE FACILITATOR FOR BOTH READINGS)

Annetta Seecharran, "Just Don't Act Muslim:" Reflections from a Queens-based Community Organizer," *Race/Ethnicity: Multidisciplinary Global Contexts*, Volume 4, Number 3, Summer 2011, 399-403. <http://www.jstor.org/stable/10.2979/racethmulglocon.4.3.399>

Sealing Cheng, Eunjung Kim, "The Paradoxes of Neoliberalism: Migrant Korean Sex Workers in the United States and "Sex Trafficking," *Social Politics: International Studies in Gender, State and Society*, (Volume 21, Number 3, Fall 2014), pp. 355-381. <http://muse.jhu.edu/journals/sop/summary/v021/21.3.cheng.html>

WEEK 14 THE BODY, GENDER IDEOLOGY AND IDENTITY (ONE FACILITATOR FOR BOTH READINGS).

11/23 Joy L. Lei, "(Un)Necessary Toughness?: Those "Loud Black Girls" and Those "Quiet Asian Boys," *Anthropology & Education Quarterly*, Vol. 34, No. 2 (Jun., 2003), 158-181.

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Victor M. Rios, "The Consequences of the Criminal Justice Pipeline on Black and Latino Masculinity," *Annals of the American Academy of Political and Social Science*, Vol. 623, Race, Crime, and Justice: Contexts and Complexities (May, 2009), 150-162. <http://www.jstor.org/stable/40375893>

**11/25 THANKSGIVING BREAK NO CLASS**

WEEK 15 THE BODY, ACTIVISM, AND WORK (ONE FACILITATOR FOR EACH READING)

11/30 Collins, "African Americans and the New Racism? Why Black Sexual Politics?" 25

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Georganne Scheiner, "Look at Me, I'm Sandra Dee: Beyond a White Teen Icon," *Frontiers: A Journal of Women Studies*, Volume 22, Number 2, 2001, 87-106. <https://connect2.uncc.edu/journals/frontiers/v022/DanaInfo=muse.jhu.edu+22.2scheiner.pdf>

12/2 (ONE FACILITATOR FOR EACH READING)

Collins, Very Necessary, Redefining Gender Ideology," 181.

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Eileen Boris, "Desirable Dress: Rosies, Sky Girls, and the Politics of Appearance," *International Labor and Working-Class History*, No. 69, Working-Class Subjectivities and Sexualities (Spring, 2006), 123-142. URL: <http://www.jstor.org/stable/27673025>

WEEK 16 THE BODY, WORK, HEALTH, AND WELL-BEING (ONE FACILITATOR FOR EACH ARTICLE)

12/7 Margaret D. Jacobs, "Working on the Domestic Frontier: American Indian Domestic Servants in White Women's Households in the San Francisco Bay Area, 1920-1940," *Frontiers: A Journal of Women Studies*, Volume 28, Numbers 1 and 2, 2007, 165-199.

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Julie A. Willett, "Hands Across the Table": A Short History of the Manicurist in the Twentieth Century," *Journal of Women's History*, (Volume 17, Number 3, Fall 2005), 59-80.

12/9 ONE FACILITATION FOR EACH ARTICLE) LAST DAY OF CLASS

Laura Briggs, "The Race of Hysteria: "Overcivilization" and the "Savage" Woman in Late Nineteenth-Century Obstetrics and Gynecology," *American Quarterly*, Volume 52, Number 2, June 2000, 246-273. [http://muse.jhu.edu.librarylink.uncc.edu/journals/american\\_quarterly/v052/52.2briggs.pdf](http://muse.jhu.edu.librarylink.uncc.edu/journals/american_quarterly/v052/52.2briggs.pdf)

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Tamara Beauboeuf-Lafontant, "Keeping Up Appearances, Getting Fed Up: The Embodiment of Strength among African American Women," *Meridians*, Volume 5, Number 2, 2005, 104-123.

GRADUATE FINDINGS PRESENTATIONS AND ADDITIONAL UNDERGRADUATE PRESENTATIONS EXAM MONDAY, DEC. 14, 11 AM TO 1:30 PM ATTENDANCE IS MANDATORY

## **WGST 4151/5151 - WOMEN, BIOLOGY & HEALTH**

Wednesday 5:30 – 8:15  
Dr. Bartsch  
Barnard 208 704-687-5101

Fretwell 114  
[ibartsch@uncc.edu](mailto:ibartsch@uncc.edu)  
Office hours: Wednesday 2:00 – 5:00 and by appointment

### **Course Description:**

This course is designed to develop student's knowledge in two related areas. The first is an overall understanding of the structures and functions of women's bodies. The second is an awareness of the ways that women's bodies affect the social, economic, environmental, behavioral and political factors associated with women's health.

### **Learning Objectives:**

- To demonstrate an understanding of the structures and functions of the human female's body.
- To be aware of current advances in research and technology that apply to women's health.
- To explore how politicization of women's bodies affect women's health and sexuality.
- To explain how gender-related social issues that influence programs, services and policies affect women's health.
- To further develop critical thinking and analytical skills through, research, discussion and writing.

### **Required Text(s) and Readings:**

*Our Bodies, Ourselves (OBOS)*. The Boston Women's Health Book Collective, 2011.

*Revisioning Women, Health, and Healing (RWHH)*. Clarke and Olesen (eds.). Routledge, 1999.

Readings from outside these texts will be available on your course Moodle page.

### **Classroom Policies:**

You are expected to be physically present and academically prepared for all class meetings. This is your responsibility and frequent absences will affect your final grade. Because this is an environment where ideas should be shared and discussed, all voices and viewpoints are encouraged. However, you are expected to exercise respect, consideration and courtesy for other members of the class, including the instructor.

***No electronic devices should be used in the classroom. Disrespectful or disruptive behavior will not be tolerated and you will be asked to leave.***

Information pertaining to this class (syllabus, grades, additional readings, forum discussions and assignments to be submitted on-line) will be available on MOODLE 2. If you are not familiar with this system, please complete the Student Tutorial on MOODLE.

## **RELEVANT UNIVERSITY POLICIES:**

**Student Authentication:** All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributions to a group assignment. Definitions of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>.

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

**Definition of a Credit Hour:** This on-line course requires at least three hours of direct faculty instruction/involvement each day. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and studying for quizzes and exams.

**Disability Services:** Students with documented disabilities are eligible to receive assistance from the Office of Disability Services, located in Fretwell 230, 704-687-4355, and at <http://www.ds.uncc.edu/>.

**Religious Observance:** Students will be given an opportunity to make-up work missed due to an absence that is due to the observation of a recognized religious holiday.

## **COURSE REQUIREMENTS AND ASSIGNMENTS FOR UNDERGRADUATE STUDENTS**

You are expected to be physically present and academically prepared for all class meetings. This is your responsibility and frequent absences will affect your final grade. Because this is an environment where ideas should be shared and discussed, all voices and viewpoints are encouraged. However, you are expected to exercise respect, consideration and courtesy for other members of the class, including the instructor.

**I will deduct 2 points per day for any materials not handed in on the due date and will not accept materials once I have handed them back. Materials submitted electronically, unless specified, are considered late.**

### **Evaluation:**

Your final grade will be based on a total of 200 points, broken down as follows:

**Assignments (50 points):** Five on-line assignments and forums worth 5 points each.

**Papers (60 points):** Three, 4 page (approximately 1000 words) focus papers to demonstrate your understanding of course topics. Papers should be double-spaced, 12 point font, with 1" margins, correctly cited, and carefully edited. As you read through your texts, you will see that topics are interconnected and integrated. Do your best to use this same method to synthesize ideas as you compose your own papers. There will be a link on Moodle where you can submit your papers, with the exception of Paper 1 for which I will need a paper copy.

- Paper 1 – Bodies and Sexuality
- Paper 2 – Reproductive Health
- Paper 3 – Life and Health

**Annotated Bibliography (50 points):** You should do research on motherhood and the healthcare system. Your annotated bibliography must contain at least 10 references that you have read in credible sources (peer-reviewed journals, available through JSTOR, or other publications that are edited) and include the following:

- The author and background of the author – why are they credible?
- The intended audience – who will see this information or likely to seek it?
- An explanation of how the work illuminates the selected topic.

You must decide and let me know which aspect of research about motherhood you wish to pursue by October 14 and submit your bibliography in a Word document of at least 500 words – 50 words per citation - by November 11.

**Final Exam (40 points). December 9.** This is a short essay exam based on what we have covered in class this semester.

**My guidelines for grading ALL written assignments are (1) is it on topic/address the assignment; (2) are the ideas well organized and well supported; and, (3) has the text been carefully edited for grammatical errors.**

**Grading scale:**

A – 180 - 200 points

B – 160 - 179 points

D – 120 - 139 points

C – 140 - 159 points

F – fewer than 119 points

**COURSE REQUIREMENTS AND ASSIGNMENTS FOR GRADUATE STUDENTS**

You are expected to be physically present and academically prepared for all class meetings. This is your responsibility and frequent absences will affect your final grade. Because this is an environment where ideas should be shared and discussed, all voices and viewpoints are encouraged. However, you are expected to exercise respect, consideration and courtesy for other members of the class, including the instructor.

**I will deduct 2 points per day for any materials not handed in on the due date and will not accept materials once I have handed them back. Materials submitted electronically, unless specified, are considered late.**

**Evaluation:**

Your final grade will be based on a total of 300 points, broken down as follows:

**Assignments (50 points):** Five on-line assignments and forums worth 5 points each.

**Papers (60 points):** Three, 4 page (approximately 1000 words) focus papers to demonstrate your understanding of course topics. Papers should be double-spaced, 12 point font, with 1" margins, correctly cited, and carefully edited. As you read through your text, *Our Bodies, Ourselves*, you will see that topics are interconnected and integrated. Do your best to use this same method to synthesize ideas as you compose your own papers. There will be a link on Moodle where you can submit your papers, with the exception of Paper 1 for which I will need a paper copy.

- Paper 1 – Bodies and Sexuality
- Paper 2 – Reproductive Health
- Paper 3 – Life and Health

**Annotated Bibliography (50 points):** You should do research on motherhood and the healthcare system. Your annotated bibliography must contain at least 10 references that you have read in credible sources (peer-reviewed journals, available through JSTOR, or other publications that are edited) and include the following:

- The author and background of the author – why are they credible?
- The intended audience – who will see this information or likely to see it?
- An explanation of how the work illuminates the selected topic.

You must decide on what aspect of motherhood you wish to pursue by October 14 and submit your bibliography in a Word document of at least 500 words – 50 words per citation - by November 11.

**Book Review (50 points):** Graduate students will select a scholarly book that is related to one or more of the topics that we address in this class. The book must be approved by the professor by the 5<sup>th</sup> week of class.

**Research Essay (50 points):** Graduate students will write a 3000 word typed essay (12 point, 1" margins) examining a major concept related to women's health from a feminist perspective. The topic must be approved by the professor by the 5<sup>th</sup> week of class.

**My guidelines for grading All written assignments are (1) do they focus on the topic; (2) are ideas well supported; and, (3) have they been carefully edited.**

**Final Exam (40 points). December 9.**

**Grading scale:**

- A – 270 - 300 points
- B – 240 - 269 points
- C – 210 - 239 points
- U – fewer than 209 points



## **Tentative Class Schedule**

### Week 1 (8/26)

Introduction

Revising, Diffracting, Acting (pp. 3 – 33) in RWHH

### **Part I – Bodies & Sexuality**

### Week 2 (9/2)

Anatomy and Body Image, pp. 3 – 43 in OBOS

The Woman in the Flexible Body (pp. 97 – 115) and Warning Signs: Acting on Images (pp. 187 – 201) in RWHH

### Week 3 (9/9)

Identity and Sexuality, pp. 72 – 152 in OBOS

Online – Assignment 1

### Week 4 (9/16)

Sexual Practices, pp. 153 – 197 in OBOS

Paper I due September 16

### **Part II – Reproductive Health**

### Week 5 (9/23)

Birth Control, pp. 201 – 256, pp. 308 – 346 in OBOS

### Week 6 (9/30)

Safe Sex and STIs, pp. 257 – 307 in OBOS

Online - Assignment 2

### Week 7 (10/7)

Pregnancy and Childbirth, pp. 359 – 428 in OBOS

Public Pregnancies and Cultural Narratives of Surveillance; A Study in Reproductive Technologies; and Will the “Real” Mother Please Stand Up? pp. 231 – 281 in RWHH

### Week 8 (10/14)

Parenting, pp. 349 – 358 and pp. 429 – 502 in OBOS

Paper 2 due October 14

### **Part III – Life and Health**

Week 9 (10/21)

Aging, pp. 505 – 583 in **OBOS**

Midlife Women's Health, pp. 343 – 354 in **RWHH**

Online – Assignment 3

Week 10 (10/28)

Violence Against Women, pp. 691 – 726 in **OBOS**

Week 11 (11/4)

Environmental and Occupational Health, pp. 727 – 757 in **OBOS**

Online – Assignment 4

Week 12 (11/11)

Politics of Women's Health, pp. 758 – 825 in **OBOS**

Rethinking Feminist Ideologies and Actions; Agendas for Lesbian Health, pp. 303 – 342 in **RWHH**

Annotated Bibliography - due November 11

Part IV – Research, Technology and Health

Week 13 (11/18)

Cancer and Other Disorders, pp. 587 – 650 in **OBOS**

Paper 3 – due November 18

Online – Assignment 5

Week 14 (11/25)

Thanksgiving – No class

Week 15 (12/2)

Research and Technology

Navigating the Healthcare System, pp. 651 – 687 in **OBOS**

Week 16 (12/9) **TEST**



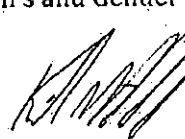
**UNC CHARLOTTE**  
College of Liberal Arts & Sciences

Department of English

9201 University City Boulevard, Charlotte, NC 28223-0001  
t/ 704.687.2847 f/ 704.687.3961

MEMORANDUM

To: Kent Brintnall, Director, Graduate Certificate, Women's and Gender  
Studies Program

From: Kirk Melnikoff, Associate Chair, English Department 

Date: October 21, 2015

I have read and reviewed the curriculum proposal to make both WGST 5160 *Race, Sexuality, and the Body* and WGST 5160 *Queer Theory* options as core courses for the Gender, Sexuality & Women's Studies Graduate Certificate Program. The English Department supports this change. Please let me know if you any questions or concerns.

## Re: Curriculum Proposal Assistance

1 message

McCloud, Sean <spmcclo@uncc.edu>  
To: Kent Brintnall <Kent.Brintnall@uncc.edu>

Thu, Oct 15, 2015 at 9:32 AM

Dear Dr. Brintnall,

Thank you for sharing your proposal. Queer Theory is often cross-listed in our Religious Studies MA Program, and I strongly support your move to make it (and the course on race, sexuality, and the body) "core" course options for the Women's Studies Graduate Certificate.

Sincerely,  
Sean McCloud  
Graduate Program Director of Religious Studies

On Wed, Oct 14, 2015 at 3:00 PM, Kent.Brintnall <Kent.Brintnall@uncc.edu> wrote:  
Dear Sean & Kirk --

I hope this e-mail finds you well.

I am attaching a curriculum proposal to make Queer Theory a core course for the Gender, Sexuality & Women's Studies graduate certificate program. Because this course is often cross-listed with RELS and ENGL, I need to consult with you about the proposal.

If you can send me an email with your thoughts about this effort (to be attached to the proposal), I would appreciate it.

KLB

Kent L. Brintnall|Bonnie E. Cone Early-Career Professor of Teaching  
Associate Professor, Religious Studies  
Coordinator, Gender, Sexuality & Women's Studies Graduate Certificate  
UNC Charlotte|Department of Religious Studies, 202A Macy  
9201 University City Blvd|Charlotte, NC 28223  
704.687.5189 (phone)|704.687.1688 (fax)  
kbrintna@uncc.edu|www.uncc.edu

Affiliate Professor, Women's & Gender Studies, Communication Studies, Film Studies  
North American editor, *Theology & Sexuality* ([www.maneyonline.com/ifa/tas](http://www.maneyonline.com/ifa/tas))

"Begin by thinking you don't understand. Start from the idea of a fundamental misunderstanding. This is an initial attitude, failing which there is really no reason why you should not understand anything and everything." -- Jacques Lacan, *Seminar on the Psychoses*

----- Forwarded message -----

From: Kent Brintnall <Kent.Brintnall@uncc.edu>  
Date: Mon, Oct 12, 2015 at 8:28 PM  
Subject: GSW curriculum  
To: Kent Brintnall <kbrintna@uncc.edu>

Kent L. Brintnall|Bonnie E. Cone Early-Career Professor of Teaching  
Associate Professor, Religious Studies  
Coordinator, Gender, Sexuality & Women's Studies Graduate Certificate  
UNC Charlotte|Department of Religious Studies, 202A Macy

**RE: Curriculum Proposal Assistance**

1 message

**Christine Haynes** <chaynes@uncc.edu>  
To: Kent Brintnall <Kent.Brintnall@uncc.edu>

Fri, Oct 16, 2015 at 5:10 PM

Dear Kent,

Sorry for the delay in responding (not much "break" here), but thank you for running this by me. I heartily approve the proposal. As I see it, the certificate students will only enrich the course, and our two programs should cross-fertilize each other some, if that's the appropriate term.

Happy weekend,

Christine

**From:** Kent Brintnall  
**Sent:** Wednesday, October 14, 2015 2:59 PM  
**To:** Christine Haynes  
**Subject:** Curriculum Proposal Assistance

Dear Christine --

I hope this e-mail finds you well, and that you were able to get a little break over the fall break.

I am attaching a curriculum proposal that seeks to make Sonya Ramsey's Race, Sexuality & the Body course a core course for the Gender, Sexuality & Women's Studies graduate certificate program. (Sonya knows about this effort and

agrees.) Because the course is often cross-listed with history, we need to consult with you about this proposal.

If you can send me an e-mail stating your thoughts on this effort, I would appreciate it.

KLB

Kent L. Brintnall | Bonnie E. Cone Early-Career Professor of Teaching

Associate Professor, Religious Studies

Coordinator, Gender, Sexuality & Women's Studies Graduate Certificate

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Affiliate Professor, Women's & Gender Studies, Communication Studies, Film Studies

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----- Forwarded message -----

From: **Kent Brintnall** <[Kent.Brintnall@uncc.edu](mailto:Kent.Brintnall@uncc.edu)>  
Date: Mon, Oct 12, 2015 at 8:28 PM  
Subject: GSW curriculum  
To: Kent Brintnall <[kbrintna@uncc.edu](mailto:kbrintna@uncc.edu)>