

SOC 258: SOCIOLOGY OF THE BODY

Spring 2018

12:30-1:20 M-TH; R110A/B

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COURSE INTRODUCTION:

Bodies are not neutral. The body is a site of political, cultural, and social conflict. From a sociological perspective, bodies are not just vessels that we inhabit, but are often used as vehicles of power, repression, and social control. Bodies shape not only how we see ourselves and how we interact with others but also the opportunities and lived experiences we will have. This course will look at how bodies are shaped by societal expectations, how we attach particular meanings to bodies and different body parts, and how these interpretations in turn shape social relations. We will take a critical look at how bodies are socially constructed and understand in what ways (and why) some bodies are privileged over others. We will understand how bodies become gendered, raced, classed, and sexualized in ways that create and reinforce social institutions and relations of power. Throughout this course, we will learn how situating bodies into social hierarchies affects the construction of the self and contributes to larger systems of inequality. The body is a growing subfield in discipline of Sociology and I hope that by the end of the quarter you will begin seeing and thinking about bodies in very different ways. So strap yourselves in, and enjoy the ride!

REQUIRED TEXTS:

1. All articles or handouts are posted on the course website (Canvas – under “Files”)
2. The only thing that you will need to purchase is a ticket to the Seattle Art Museum any time between April 21st and May 20th to see Jono Vaughan’s series *Project 42* (3rd floor galleries). Please note that on the first Thursday of each month (so May 3rd) tickets are ½ price for special exhibits and free for SAM collections and installations.

Learning Atmosphere:

I believe that students learn best when they are actively involved in the teaching and learning process. Thus, this is an active and interactive course where you will often learn by doing. You are expected to observe the world, read, write, discuss, and participate. I think of our class as a collaborative learning community where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you’ll enjoy it and learn a lot in the process.



A note about course content: Since sociologists examine just about every aspect of the social world, we will sometimes talk about provocative material in class; meaning, this course occasionally contains rated-R material. Please be advised that when we explore controversial topics, they will be framed in an academic context. Topics run the gamut in sociology and at times there may be material that makes people uncomfortable. Keep in mind that when we find ourselves in a space outside of our comfort zone, it’s an opportunity for learning. You may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. You are free to leave the room at any time, but please know you will be responsible for any course material you may have missed while you were gone. Also, profanity exists in our social world and thus will be used in some materials within this course – if this presents a problem for you, I would recommend not taking this course - so please be advised. If you have any questions or concerns about course content or climate, don’t hesitate to let me know.

A note about instructor availability: I have noticed that, sometimes, students have unreasonable expectations about their Instructor's availability. Please be aware that I am not available 24-hours a day. In general, I am in my office for a couple of hours per day (before and after my classes), and I always check my email a few times a day. As a result, you will rarely be able to reach me by phone or by email in the evenings or on the weekends. I am, obviously, an active member of this course, but I do my coursework during the week, during daytime business hours. *Thus, please do not send me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration.

A note about this classroom environment: It is important that *all* students feel welcome in this classroom. Please think about how your language (including body language) contributes to a safe/empowering or disempowering/unsafe learning environment. I want this class to be a space where everyone should feel comfortable enough to disagree with each other. Thus, this classroom needs to be safe space. Reflect on the ways you engage others with your own statements and how you react (with words, body language) to their statements. Also note that I cannot witness or hear everything that occurs in this classroom. If you overhear or witness something that would contribute to an unsafe classroom climate for yourself or fellow classmates, please let me know so that it can be dealt with immediately.

COURSE LEARNING OUTCOMES:

After completing the course, the successful student will be able to:

- Explain “the body” from a sociological perspective.
- Identify the role of culture, power, and group norms in shaping the presentations of our bodies.
- Assess the impacts of power, dominance, and inequality on our bodies.
- Analyze some of the major social problems connected to the body.

GENERAL COURSE RULES AND EXPECTATIONS:

- **Attendance:** Attend all class meetings and come to class on time. Your presence in class contributes significantly toward your final grade in the course as I cover a lot of material in class that cannot be found in the readings. More than two unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor’s visits, family emergencies, and sometimes work-related issues. If you miss class, please connect with your colleagues to find out what you missed. I highly recommend that you get the names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.
- **Preparation:** You should come to class having done all the assigned reading and homework and you should always bring the proper supplies with you daily, including your textbook. Note that the BC guideline for homework is two hours outside of class for each hour spent in class.
- **Assignments:** All assignments are due promptly at the start of the class period. Assignments, papers, homework, or exams must be typed, printed out, stapled, and handed in at the beginning of class. Emailed assignments are not accepted. If you know you are going to be absent on the day an assignment is due, then turn it in early. All major due dates are indicated on the attached Course Calendar. Please see the writing guidelines for the format of submitting all written assignments.
- **Late Work:** I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, no late work will be accepted unless you have had it approved by me BEFORE the due date. Late work will receive a zero grade.
- **Contribution:** Learning about each other’s experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. Therefore, you are expected to be an active participant in our learning environment. An active participant can include contributing to discussions, but can also mean getting to class on time, taking notes, listening to your peers, and coming to class prepared. You should do your best to contribute to class discussions and activities.

- **Classroom Etiquette:** All electronic devices are prohibited in the classroom at all times. This includes cell phones, tablets, laptops, music devices, etc. If you need a laptop to take notes, I will need you to talk with me. All texting devices should be placed in your bag for the duration of the class. Please note that texting, excessive talking, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to the people around you. Your participation grade will be affected and lowered by these types of behaviors.
- **Respect:** I expect that your behavior in class be respectful. Learning about diverse experiences is central to this course, so it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. In order for us to learn from each other, we have to allow each other to make mistakes and to offer unpopular positions for debate. This is a college classroom and as such, I expect students to behave as adults. I do not tolerate excessive talking or whispering, consistent late arrivals, or early departures. *Students who are disrespectful to their classmates or the instructor will be asked to leave class and will be marked absent until arrangements are made with the instructor to return to class and will result in your participation credit lowering.*
- **Plagiarism:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. This is a serious offense which can result in possible probation or suspension from Bellevue College and go on your permanent academic record. Do not do it! If you cheat/plagiarize, you fail. No excuses will be taken into account. Your work must be your own, except when you are asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms or phrases. Do not copy and paste material from Wikipedia or any other website into your assignments, as with is a severe form of cheating (that is very easy to catch, by the way). In this class your assignments should be grounded in the textbook rather than web resources, which are often wrong. If you have any hesitation or if you are in doubt about one of these issues, feel free to ask me.

BELLEVUE COLLEGE'S RULES AND REGULATIONS:

- **Incomplete:** If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").
- **F Grade:** Students who fail a course will receive a letter grade of "F."
- **Final Examination Schedule:** The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.
- **Withdrawal from Class:** College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.
- **Hardship Withdrawal:** Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.
- **Cheating, Stealing and Plagiarizing:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services. If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.

STUDENTS WITH DISABILITIES:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or 425.564.2764. ASN is located in the Library Media Center in D125. www.bellevuecollege.edu/autismspectrumnavigators/

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

SOCIOLOGY DROP-IN TUTORING

Drop-in tutoring is an option for ALL students enrolled in classes at BC to seek assistance regardless of your current grade. Maybe you have a question about a sociological concept or would like to have someone who specializes in Sociology look at your paper before you submit it.

Our Sociology tutor is available to help you in D204!

GRADING:

Grades are based on **five factors**. (1) Participation and Discussion, (2) Daily Notecards on the Readings, (3) In-Class Activities, (4) Exams, (5) and Autoethnography assignments. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
Daily Notecards on Readings (10 at 10 points/each)	100 points
In-class activities (10 at 10 points/each)	100 points
Exams (2 at 100 points/each)	200 points
Autoethnography (5 at 30 points/each)	150 points
TOTAL	600 points

DESCRIPTION OF THE 6 GRADING CRITERIA:

1. Participation/Discussion: (50/600 points)

Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your active participation. Participation includes attendance, getting to class on time, class discussions, and group work. As mentioned under *General Course Rules and Expectations*, more than two unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. Furthermore, disruptive behavior, excessive talking, texting while in class, or other interruptions will lower this portion of your grade. See the *General Course Rules and Expectations* for details about what is considered disruptive behavior. Do not take this portion of your grade lightly!

2. Daily Notecards on the Readings: (100/600 points; 10 points each)

For each day that a reading is assigned, you will need to submit a notecard about the readings for that day. If there are multiple readings, you must write on all readings assigned on a given day. At the beginning of each class period, I will collect your notecard. Notecards must be turned in at the start of class at 12:30 – late notecards will not be accepted

and I will not accept notecards submitted at the end of the class period. The purpose of these cards is to help you keep up with the readings as well as help facilitate a more informed discussion for that day's class period. I will collect the cards every day in order to keep track of your attendance, although they won't always be graded. *So if you are in class, but have not done the reading, turn in a notecard with your name on it so I can mark you as present for that day.* Ten times during the quarter, however, I will announce at the beginning of class that "your notecards will be graded today." For those graded notecards, you will receive a score of between 0 and 10. Notecards must be a minimum of 5-6 sentences providing the thesis (or main ideas) of the article, and any definitions or key terms that is discussed in the reading. Doing notecards helps you retain information (I have LOTS of data to back this up!) and you will be able to use these on your exams – so spending some time now defining key terms, identifying major themes, and providing examples for yourself will help you when the exam comes. The suggested guidelines for submitting your notecards are as follows:

NAME	DATE
TITLE OF READING (pg. #s) & AUTHOR	
THESIS or Main Ideas presented in the reading- a minimum of 5-6 sentences or bullet points describing the main arguments of the article List/Define any Key terms discussed in reading	

3. In-Class Activities and Homework Assignments: (100/600 points; 10 points each)

Over the course of the quarter, you will have various in-class activities to be completed during the class session. These in-class activities most often occur in groups. **They will be randomly delivered and *cannot be made up*.** Usually, they will consist of a short piece of writing/reflection or response to something we have read or an application of terms/material covered in readings.

4. Exams: (200/600 points)

Over the course of the quarter, you will take two exams that integrate the course's in-class activities (lectures, films, etc.) and readings. Exams are designed to make sure you understand important course concepts and themes. Exams will include multiple choice and short answer questions. Please note that you cannot make up missed exams. The second exam will be over material discussed during the latter half of the class, so it will not be comprehensive.

5. Autoethnography Assignments (150/600 points)

Much is stored in the body and many of us struggle with issues related to eating problems, sexuality, addiction, self-injury/harm, grief from the death of a loved one, trauma, a disability, chronic illness, a miscarriage or abortion, feeling too light-skinned or dark-skinned, stress from living with macro- and micro-aggressions, etc., and writing/reflection can be a way to examine this critically and help us work through it. Autoethnography is where a person uses self-reflection and writing to explore their personal experience and connect this autobiographical story to wider cultural, political, and social meanings and understandings. Over the course of the quarter, you will complete 5 autoethnography assignments where you will begin reflecting on your body and connecting it to course material. Prompts are provided on Canvas and due dates noted on the syllabus calendar. In these assignments, you will need to go beyond your story or describing your experience to an analysis. You must try to make meaning of your reflections. Draw upon the assigned readings, lectures, discussions, concepts, videos, etc. to support your analysis. You should try to occasionally quote from these sources to show an active conversation you are having with the material. I encourage you to be creative and make this useful (not just an assignment that has to get done for class!) I think you will learn a lot about yourself and how you can better connect with your body.

Syllabus

You should be looking at your syllabus **on a daily basis** so you know what is expected of you in class. Also, you are expected to have read the readings assigned for the current day by the time you arrive in class, meaning that what is listed on a given day should be done **prior to you coming to class** because that is what we will be talking about that day.

****Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance in class. ****

Week 1: Bodies in Historical Context

Monday, April 2nd: Introduction to the Course

Go over syllabus; class introductions; beginning definitions

Tuesday, April 3rd: Bodies in Historical Context

Readings: "The Civilizing Process: The History of Manners"

Wednesday, April 4th: Bodies in Historical Context

Readings: "Body, Tomb, Temple, Machine, Self"

Thursday, April 5th: Body and Social Status

Readings: "The Body and Physical Capital"



Week 2: Sociological Understandings of the Body

Monday, April 9th: Power and Policing

Readings: "Docile Bodies"

Tuesday, April 10th: Patriarchal Regulation of Women's Bodies

Readings: "Foucault, Femininity, and Patriarchal Power"

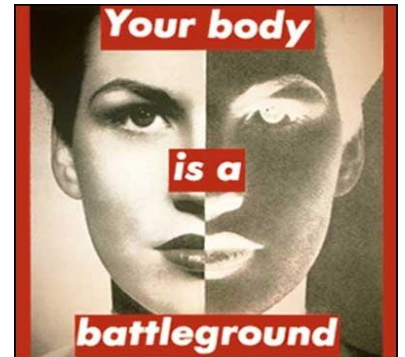
Wednesday, April 11th: Racialized Implications

Readings: "The Hottentot and the Prostitute"

Thursday, April 12th: Rise of Eugenics

Readings: "The Anthropological Born Criminal"

Friday, April 13th: Autoethnography #1 Due on Canvas by 12:30 pm



Week 3: Shaping Bodies: Gender, Power and Privilege

Monday, April 16th: Fat Shaming

Readings: "Governing Fat Bodies"

Tuesday, April 17th: Fat Women's Resistance

Readings: "Fighting Abjection: Representing Fat Women"

Wednesday, April 18th: Eating Disorders

Readings: "Anorexia Nervosa"
"The Ana Sanctuary"

Thursday, April 19th: White Women Tanning?

Readings: "To Die For"



Week 4: Shaping Bodies: Gender, Power and Privilege

Monday, April 23rd: Masculinity and the Body

Readings: "Body Projects and the Regulation of Normative Masculinity"

Tuesday, April 24th: Male Body Hair

Readings: "Manscaping"

Begin In-Class Film: *Murderball*

Wednesday, April 25th: Masculinity and Disability

Readings: "Tackling Murderball"

In-Class Film: *Murderball*

Thursday, April 26th: Masculinity and Disability

Readings: "Coming to Terms"

In-Class Film: *Murderball*

Friday, April 27th: Autoethnography #2 Due on Canvas by 12:30 pm



Week 5: Shaping Bodies: Race, Power and Privilege

Monday, April 30: In the Name of Whiteness...

Readings: "Beauty is in the Eyelid of the Beholder"

Tuesday, May 1st: White Standards of Beauty

Readings: "The Racial Nose"

Wednesday, May 2nd: Women of Color's Resistance

Readings: "Hey Girl, Am I More Than My Hair?"

Thursday, May 3rd: No Class



Week 6: Shaping Bodies: Race, Power and Privilege

Monday, May 7th: Institutionalized Violence against Black Women

Readings: "Assume the Position"

Tuesday, May 8th: Blackness Maleness as Dangerous?

Readings: "Feared and Revered"

Wednesday, May 9th: Policing Black/Brown Bodies

Readings: https://www.huffingtonpost.com/wallace-best-phd/the-fear-of-black-bodies-in-motion_b_6268672.html

https://www.huffingtonpost.com/entry/the-irrational-fear-of-black-bodies_us_5954517de4b0c85b96c65f29

Thursday, May 10th: Wrap up and review for Exam #1

Friday, May 11th: Exam #1 Due by 11:59 pm on Canvas



Week 7: Transgressive Bodies

Monday, May 14th: Anatomical “Rules”

Readings: “‘Introduction’ from One of Us: Conjoined Twins and the Future of Normal”

Tuesday, May 15th: Binary Sex: Intersexuality

Readings: “Hermaphrodites with Attitude”

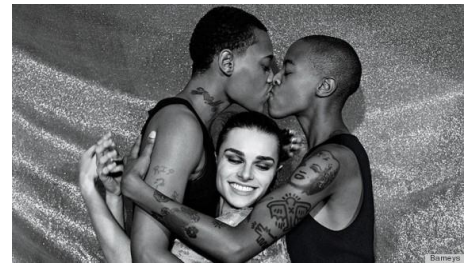
Wednesday, May 16th: Deconstructing Binary Gender: Transgender Identities

Readings: “Telling Body Transgendering Stories”

Thursday, May 17th: Aligning Bodies and Identities

Readings: “Transgender Bodies,” on course website

Friday, May 18th: Autoethnography #3 Due on Canvas by 12:30 pm



Week 8: Reproductive Bodies

Monday, May 21st: Discussion of Jono Vaughan’s *Project 42* Series

Tuesday, May 22nd: Bodily Symbols

Readings: “Incongruent Bodies: Teaching while Leaking”

Wednesday, May 23rd: Gender and Reproductive Bodies

Readings: “Bodies Out of Time”

“Getting your Body Back: Postindustrial Fit Motherhood”

Thursday, May 24th: Body Technologies

Readings: “Exotic Dancing and the Negotiation of Intimacy: The Multiple Uses of Body Technologies”



Week 9: Sporting Bodies

Monday, May 28th: No School

Tuesday, May 29th: Emphasized Femininity

Readings: “‘Holding Back’: Negotiating a Glass Ceiling on Women’s Muscular Strength”

Wednesday, May 30th: “Natural” Male Power

Readings: “Habitus, Body Techniques, and Body Callusing”

Thursday, May 31st: The Continuation of Scientific Racism

Readings: “Sport, Genetics, and the ‘Natural Athlete’: The Resurgence of Racial Science”

Friday, June 1st: Autoethnography #4 Due on Canvas at 12:30 pm



Week 10: The Body as Project

Monday, June 4th: Male Cosmetic Surgery

Readings: <https://goodmenproject.com/featured-content/331734-spnsr/>

"Tits" <https://thesocietypages.org/socimages/2016/05/06/the-story-of-my-man-boobs/>

Tuesday, June 5th: The Rise of Labiaplasty

Readings: "In Search of Better Sexual Pleasure: Female Genital Cosmetic Surgery"

Wednesday, June 6th: Reimagining Bodies

Readings: "The Sacrificial Body of Orlan"

Thursday, June 7th: Piercing, Tattoos, Scarification

Readings: "Subversive Bodies"

Friday, June 8th: Autoethnography #5 Due on Canvas at 12:30 pm



Week 11

Monday, June 11th: Female Body Modification

Readings: "Reclaiming the Female Body"

Tuesday, June 12th: Wrap up and review for final exam

Exam #2 is due by 11:59 pm on Canvas

