

# SOC 258: SOCIOLOGY OF THE BODY

Spring 2016

12:30-1:20 Daily; A206

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## COURSE INTRODUCTION:

Bodies are sites of political, cultural, and social conflict. From a sociological perspective, bodies are not just a vessel 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. Examining 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. Claudia Malacrida & Jacqueline Low, eds. "Sociology of the Body: A Reader." David Newman. Oxford University Press: 2008.
2. Additional articles or handouts are posted on the course website (Canvas – under "Files")  
\*\*I have scanned the first five readings and put them on the course website for students who are waiting to receive books from an online seller – so no excuses for not reading\*\*

## 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 how the body is simultaneously biological and social;
- Discuss the body at a theoretical and abstract level;
- Identify the role of culture and group norms in the presentations of our bodies;
- Illustrate the complex interactions between culture, groups, identity, the Self, and the body;
- Analyze the major social problems connected to the body;
- Assess the impacts of power, dominance, and inequality on our bodies;
- Explain how bodies can be a site of both oppression and empowerment; and
- Apply the course material to his or her own life, allowing for a deeper understanding of his/her own bodily experience.

### **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 *three 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, i-phones/i-pads, laptops, kindle/nooks, i-pods/mp3 players, etc. If you need a laptop to take notes, I will need verification. 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](mailto:asn@bellevuecollege.edu) or 425.564.2764. ASN is located in the Library Media Center in D125. [www.bellevuecollege.edu/autismspectrumnavigators/](http://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](http://www.bellevuecollege.edu/drc)

#### **AFFIRMATION OF INCLUSION:**

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

#### **TITLE IX:**

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Legal Citation: Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C. F. R. Part 106 (Title IX). In accordance with the requirements of the Title IX Education Amendments of 1972 BC’s designated Title IX Coordinator, Rachel Wellman and Deputy Coordinator, Aaron Hilliard, VP of Human Resources shall be responsible for coordinating the College’s effort to comply with and carry out its responsibilities under Title IX.

#### **THE WRITING LAB – D204:**

The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal correspondence. Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors.

Students can drop in any time the Writing Lab is open as well as make an appointment. We recommend visiting the lab at least two days before a paper is due. A tutoring session is a 35-minute, face-to-face conversation to discuss your writing. The tutor will not fix your paper but will work with you to identify areas to revise independently.

<http://bellevuecollege.edu/asc/writing>

Monday – Thursday 8 a.m. – 8 p.m.

Friday 8 a.m. – 3:30 p.m.

Saturday and Sunday 11 a.m. – 4 p.m.

## **PUBLIC SAFETY AND EMERGENCIES:**

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at <http://www.bellevuecollege.edu/alerts/?ref=footer>

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort. Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

**If a major emergency occurs, please follow these two rules:**

**1) Take directions from those in charge of the response** -We all need to be working together.

**2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.

Please do not hesitate to call Public Safety if you feel safety questions or concerns at any time.

### **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!

This quarter, our tutor will be available in the Academic Success Center (D204):  
Tuesdays and Thursdays from 11:30-1:30

## **GRADING:**

Grades are based on **six factors**. (1) Participation and Discussion, (2) Daily Notecards on the Readings, (3) In-Class Activities, (4) Exams, (5) Homework Reflection Papers, and (6) Seminar Groups. 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
Homework Reflection Papers (5 at 10 points/each)	50 points
Seminar Groups (5 at 20 points each)	100 points
<b>TOTAL</b>	<b>600 points</b>

**\*\*Please also note that your grades will be available 24/7 on Canvas. Make sure you log on and check in frequently, so you know exactly where you stand throughout the quarter. I will not respond to students who log on (for the first time) at the very end of the quarter to discuss a previous grade, absences, or other issues that should have been addressed early on. Be pro-active!\*\***

## 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 three 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 **3x5 or 4x6 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.* Eleven 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 follow a particular format, as described below, and must include your name, date, title of the article and author, 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. **You can use your notecards (and only your notecards) 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. Your lowest notecard grade will be dropped. The guidelines for submitting your notecards are as follows:

NAME		DATE
	TITLE OF READING (pg. #s) & AUTHOR	
	<b>THESIS or Main Ideas</b> 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 be asked a total of 11 times to submit work that you have 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. Your lowest activity grade will be dropped.

#### **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 first exam will be split between two days during our class period. The second exam will be over material discussed during the latter half of the class, so it will not be comprehensive. The second exam will be on during our scheduled exam time which is Wednesday, June 15<sup>th</sup> from 11:30-1:20. Please note that I do not give make-up exams or allow students to take exams early or late.

#### **5. Homework Reflection Papers (50/600 points)**

Over the course of the quarter, you will complete homework assignments that require you to reflect on the course material. The goal of these assignments is to personalize course content. You should do your best to address every assignment thoughtfully, clearly, and completely. Homework will be graded not only on completeness (Did you adequately address all the components of the assignment?), but also thoughtfulness (Does your assignment show that you thought hard about the topic, or did you give the topic just a little superficial attention?). Homework assignments vary in length - some may be a paragraph long, others will be 1-2 pages (but always typed and double-spaced). Please note that I will not accept late homework, so homework that is not handed in on time will receive a zero grade. Additionally, I will not accept homework that isn't typed (unless I've specifically mentioned that it can be handwritten).

#### **6. Seminar Groups (100/600 points)**

Over the course of the quarter, you will participate in 5 Seminar Group Work sessions (20 points each). The purpose of this group work is to reach deeper levels of learning with and through each other on a given reading. For each assigned Seminar day, I will assign students randomly to groups of four. On Seminar days, each individual group member must come to class with the following on a TYPED paper to turn in at the end of class:

- A) A paragraph summary of the reading identifying main points, thesis of the reading, key terms, etc.
- B) At least one statement of praise about the reading — what did you learn that was new or interesting
- C) At least one statement of critique about the reading— are there limitations or problems with the readings, does the author's argument represent solid reasoning (i.e., is it clear, does it make sense), does the author support her or his argument with adequate evidence
- D) 2 discussion questions about the reading – are parts of the articles unclear or do they generate broader concerns? Are there connections to other material that can be made? What aspects of the article would you like to talk about? Make sure these questions are thought-provoking, not “What did you think about the article,” or “What is the author saying”?

During class, each individual will present their statements and questions to their Seminar group. The group is required to answer one question from each individual (so 4 questions total) and submit your answers to the questions at the end of class. Your Seminar grade will depend on the material that you submit individually (quality and thoroughness) as well as your contribution to the group discussion and answering the questions. I will be walking around to check contribution and ensuring that discussion is conducted in a meaningful way. What this means is that not all group members automatically receive the same grade. On Seminar group days, students do not have to complete a notecard.

PLEASE NOTE THAT IF YOU HAVE ANY QUESTIONS, COSIDERATIONS, OR COMPLAINTS ABOUT A GRADE YOU RECEIVED, I ASK YOU TO TAKE 24 HOURS TO REEXAMINE THE ANSWERS OR THE WRITING THAT YOU SUBMITTED AND THEN COME AND TALK WITH ME. I AM MORE THAN HAPPY TO TALK WITH YOU ABOUT YOUR GRADE BUT I ASK YOU TO ALSO DO ME THE COURTESY OF READING THE FEEDBACK GIVEN.

### **Instructor Notes:**

If at any point throughout the quarter you are confused or unclear about the expectations of the course, course material, a grade you received, or any other matters, I strongly encourage you to come talk with me early. It is my goal that all students succeed in this course; but, I can only help you if you meet me half way. Furthermore, if you are having personal problems or other issues going on outside of school, please let me know. I recognize that we all have lives outside of school, and am very willing to work with students, but I can only do so if I know there is a problem!



And onto the syllabus...



## 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

#### **Monday, April 4<sup>th</sup>: Introduction to the Course**

Go over syllabus; class introductions; beginning definitions

#### **Tuesday, April 5<sup>th</sup>: Course Introductions: Getting to Know Your Peers**

Continue going over syllabus and introductions

#### **Wednesday, April 6<sup>th</sup>: "Civilizing" Bodies**

Readings: "The Civilizing Process: The History of Manners," pp. 31-38

#### **Thursday, April 7<sup>th</sup>: Bodies in Historical Context**

Readings: "Body, Tomb, Temple, Machine, Self," pp. 38-45

#### **Friday, April 8<sup>th</sup>: Homework Reflection Paper #1 Due**



### Week 2

#### **Monday, April 11<sup>th</sup>: Whose Bodies are "Normal?"**

Readings: "A History of Women's Bodies," on course website

#### **Tuesday, April 12<sup>th</sup>: Mis-measuring Women?**

Readings: "Measuring Up" on course website

#### **Wednesday, April 13<sup>th</sup>: In the Name of Whiteness...**

Readings: "Medicalization of Racial Features," got to:  
<http://people.morrisville.edu/~galuskwj/Kaw.pdf>



#### **Thursday, April 14<sup>th</sup>:**

Readings: "The Hottentot and the Prostitute," pp. 45-50

Visit and read the following website:

<http://www.southafrica.info/about/history/saartjie.htm>

#### **Friday, April 15<sup>th</sup>: Homework Reflection Paper #2 Due**



### Week 3

#### **Monday, April 18<sup>th</sup>: Impression Management**

Readings: "Introduction from Presentation of the Self in Everyday Life," pp. 53-57

#### **Tuesday, April 19<sup>th</sup>: Spoiled Masculinities**

Readings: "Big Handsome Men, Bears, and Others: Virtual Constructions of 'Fat Male Embodiment'" pp. 57-65

Wednesday, April 20<sup>th</sup>: **Body Cultivation and Capitalism**

Readings: "Nurturing and Negligence"

Thursday, April 21<sup>st</sup>: **Resisting Cultural Expectations**

Readings: "Women and Their Hair..."

Friday, April 22<sup>nd</sup>: **Homework Reflection Paper #3 Due**



## Week 4

Monday, April 25<sup>th</sup>: **The Cult of Thinness**

Readings: "Anorexia Nervosa: Psychopathology as the Crystallization of Culture" pp. 110-115

Tuesday, April 26<sup>th</sup>: **Genital Reconstruction**

Readings: "Creating Good-Looking Genitals in the Service of Gender," on course website

Wednesday, April 27<sup>th</sup>: **Viva Viagra?**

Readings: "Fixing the Broken Male Machine" on course website

### Seminar Group #1

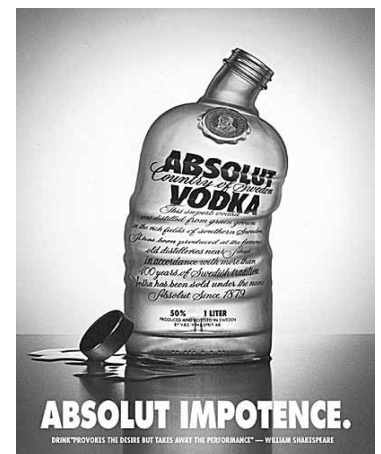
Thursday, April 28<sup>th</sup>: **FGM**

Readings: "Female Genital Mutilation" at the following site:

<http://pediatrics.aappublications.org/content/102/1/153.full>

Friday, April 29<sup>th</sup>: **Conceptions of Personhood**

Readings: "Fetal Rights," pp. 183-189



## Week 5

Monday, May 2<sup>nd</sup>: **The Hidden Curriculum**

Readings: "Becoming a Gendered Body: Practices of Preschools," pp. 205-211

Tuesday, May 3<sup>rd</sup>: **Height = Success for Men?**

Readings: "Size Matters," go to:

<http://www.nytimes.com/2006/11/05/books/review/Stossel.t.html>

Wednesday, May 4<sup>th</sup>: **Sexual Pleasure? Sexual Danger?**

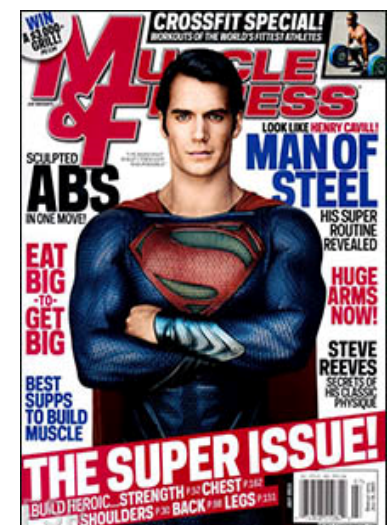
Readings: "Daring to Desire: Culture and the Bodies of Adolescent Girls," on course website

### Seminar Group #2

Thursday, May 5<sup>th</sup>: **Myths of Superman**

Readings: "Masculinities and Men's Health," on course website

Friday, May 6<sup>th</sup>: **Homework Reflection Paper #4 Due**



## Week 6

Monday, May 9<sup>th</sup>: **Exam 1: Part 1**

Tuesday, May 10<sup>th</sup>: **Exam 1: Part 2**

**Wednesday, May 11<sup>th</sup>: Anatomical “Rules”**

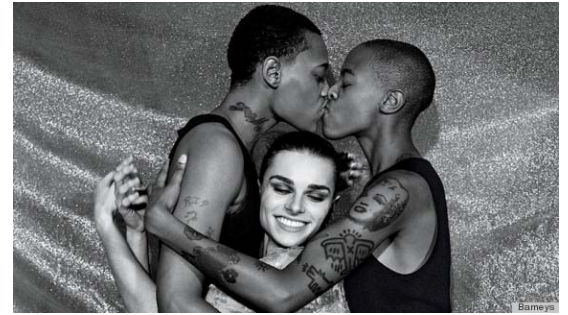
Readings: “‘Introduction’ from One of Us: Conjoined Twins and the Future of Normal” pp. 127-133

**Thursday, May 12<sup>th</sup>: Deconstructing Binary Sex: Intersexuality**

Readings: “Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism,” pp. 133-141

**Friday, May 13<sup>th</sup>: Deconstructing Binary Gender: Transgender Identities**

Readings: “Telling Body Transgendering Stories” pp. 141-147



**Week 7**

**Monday, May 16<sup>th</sup>: Aligning Bodies and Identities**

Readings: “Transgender Bodies,” on course website

**Tuesday, May 17<sup>th</sup>: Film: Cruel and Unusual**

**Wednesday, May 18<sup>th</sup>: Film: Cruel and Unusual**

**Thursday, May 19<sup>th</sup>: Disabled Person versus Person with a Disability**

Readings: “I Am Not a ‘Person with a Disability’” go to:  
<http://www.xojane.com/issues/i-am-not-a-person-with-a-disability-i-am-a-disabled-person>

**Seminar Group #3**

**Friday, May 20<sup>th</sup>: Rejecting the Medical Model of Disability**

Readings: “Claiming Disability: Knowledge and Identity” on course website



**Week 8**

**Monday, May 23<sup>rd</sup>: Constructing “Helplessness”**

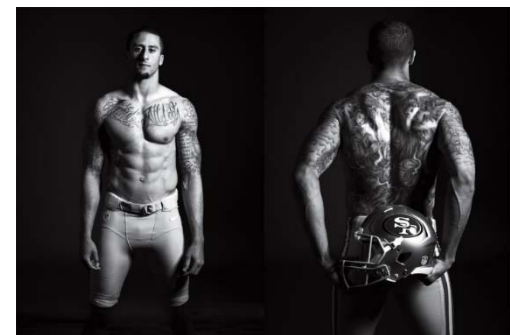
Readings: “Somewhere a Mockingbird” pp. 242-245

**Tuesday, May 24<sup>th</sup>: Hegemonic Masculinity and Disability**

Readings: “Coming to Terms: Masculinity and Physical Disability” pp. 246-251

**Wednesday, May 25<sup>th</sup>: Hyper-Visibility and Invisibility: A Duality**

Readings: “(In)Visibility: Accounts of the Embodiment of Women with Physical Disabilities...” pp. 252-256



**Thursday, May 26<sup>th</sup>: Emphasized Femininity**

Readings: “‘Holding Back’: Negotiating a Glass Ceiling on Women’s Muscular Strength” pp. 260-265

**Friday, May 27<sup>th</sup>: “Natural” Male Power**

Readings: “Looking into Masculinity: Sport, Media, and the Construction of the Male Body Beautiful” pp. 267-272

## Week 9

Monday, May 30<sup>th</sup>: No School

Tuesday, May 31<sup>st</sup>: **The Continuation of Scientific Racism**

Readings: "Sport, Genetics, and the 'Natural Athlete': The Resurgence of Racial Science" pp. 274-279

Wednesday, June 1<sup>st</sup>: **Homework Reflection Paper #5 Due**

Thursday, June 2<sup>nd</sup>: **Blackness = Dangerous?**

Readings: "Feared and Revered," pp. 284-288

**Seminar Group #4**

Friday, June 3<sup>rd</sup>: **Trayvon Martin, Michael Brown, and Stereotype Threat**

Readings: "Of Children and Inkblots: Trayvon Martin and the Psychopathology of Whiteness" go to:

<http://www.timwise.org/2012/05/of-children-and-inkblots-trayvon-martin-and-the-psychopathology-of-whiteness/>

"On Trayvon Martin and Fear" go to:

<http://carolynedgar.com/2013/07/14/on-trayvon-martin-and-fear/>



## Week 10

Monday, June 6<sup>th</sup>: **Black Femininity: Sexuality as Control?**

Readings: "Get your Freak On," on course website

Tuesday, June 7<sup>th</sup>: **Film: Dark Girls**

Wednesday, June 8<sup>th</sup>: **Film: Dark Girls**

Thursday, June 9<sup>th</sup>: **Body Technologies**

Readings: "Exotic Dancing and the Negotiation of Intimacy: The Multiple Uses of Body Technologies" pp 234-238

**Seminar Group #5**

Friday, June 10<sup>th</sup>: **Sex Tourism**

Readings: "Fantasy Islands: Exploring the Demand for Sex Tourism" on course website



## Week 11

Monday, June 13<sup>th</sup>: **Reimagining Bodies**

Readings: "'The Sacrificial Body of Orlan,'" pp. 369-374

Tuesday, June 14<sup>th</sup>: **Female Body Modification**

Readings: "Reclaiming the Female Body," on course website

Wednesday, June 15<sup>th</sup>: **Final Exam 11:30-1:20**

