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| SYA4930  Sociology of the Body |  | UNIVERSITY OF SOUTH FLORIDA SPG2016 ● T/R 2:00pm to 3:15pm ● EDU411  Instructor: Dr. Erica Toothman E-Mail: eltoothman@usf.edu Office: Cooper 231 Office Hours: Wednesdays 2:00 - 4:30pm |
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| -Course Syllabus-  Introduction  We don’t usually think of our bodies as social spaces, instead focusing on their chemistry and biology -- the properties that reshape them and keep them alive. However, bodies share a strong, reciprocal relationship with society. Think about it: When does life begin? What rights do parents have over the vaccinating their children? Is fatness detrimental to society? Can a person change their gender? Or even their race? In this reading-and-discussion-based class, students explore how bodies fit (and don’t fit) in society. The course draws from several areas of sociological research, including gender, race, sexuality, aging, disability, social psychology, and health. In this class, we will examine the impact of social structure and institutions shaping bodies (our physical bodies), embodiment (how we experience our bodies), and our perception/reception of bodies from conception through death. We will also take steps to bridge our academic understanding of the body with one of social change or resistance.  *By the end of this course, you should be able to...*   1. Apply your “sociological imagination” to analyzing the body and its reception and experience in society. The sociological imagination is the ability to understand the ways in which individual biography can be shaped by socio-historical context. 2. Critically analyze the ways the body is constructed, how debates over the body are framed, and how they affect us. 3. Compare and contrast the ways in which the body is constructed across different contexts. 4. Critique public discussions of the body, including those that occur within research, media and political arenas, and to evaluate the credibility of sources of information and claims. 5. Compare the ways in which social groups differ in the reception, and experiencing of, the body, especially as these differences pertain to socio-economic standing, race, gender, religion, and sexuality. 6. Employ scientific inquiry, particularly sociological theory and social scientific methods of research, in the analysis of the body and embodiment.   *Content Note: The content of this course acknowledges the existence of both embodied and bodily functions, including sexual behaviors. Some of the readings for the course will contain descriptions of bodily functions and sex; even fewer may contain graphic language and depictions. However, prurient material (e.g., pornography) will not be included and all materials will be discussed professionally and with academic rigor.* |

# -Course Requirements-

🕮 Required Reading

1. Malacrida, Claudia and Jacquiline Low (eds). 2008. Sociology of the Body (A Reader). Oxford University Press. ISBN: 9780195425482
2. Further reading will be posted to the course website.

🗪 Communication

1. The most effective way to reach me is through sending a formal email to [eltoothman@usf.edu](mailto:USFintro2soc@gmail.com).It is my policy to respond to emails within 24 hours during the week and 48 hours over the weekend.
2. Feel free to contact me with any questions you have about the course or its content; however, prior to composing your email please ensure that you have reviewed the following documents:
   1. The course syllabus and instructions posted on each assignment.
   2. The HELP ME! Page, which contains all of the important points of contact associated with this course (e.g., computer support, the computer store, and tutoring services).
3. You will undoubtedly have substantive questions and I am VERY EAGER to help with those ☺
   1. If you’re confused about a quiz question, please include the language of the item, along with your response, in your email (trust me, we will ask ☺).
   2. If you need clarification of a concept or lesson, please include as much information you already understand about it so I can help you specifically.
4. In an effort to facilitate professional communication, I request that you compose your emails formally.
   1. Use proper salutations (e.g., “Dear Person X” and “Sincerely, Student Z”).
   2. Please use full words and sentences in your correspondence. I understand that in today’s mobile age the use of text lingo is tempting, but proper grammar usage helps me help you. Just consider our correspondence an exercise in professional socialization!
   3. I will not respond to informal, rude, or text-message style emails.
5. If you need in-person assistance, you are also welcome to attend my office hours on campus!

**🗐** Assignments

Attendance and Participation. Informed conversations contribute to a successful learning environment; however, discussions may be throttled with absences and lack of preparation. Therefore, I request that you be actively present and participate in 25 out of the 29 in-person class meetings this semester.

Discussion Contribution. In order to fuel classroom participation, you are expected to have read, which, after all, makes for a fruitful classroom environment. During the second class meeting, you will be asked to sign up to submit discussion questions for eight (8) different weeks over the semester. You may choose any eight weeks (choose the most appealing to you) and your submission should include the following: a half-page (roughly 350-450 words) critically reflecting/synthesizing at least three of the readings for that week, two discussion questions, and a pop-culture artifact to share (e.g., a picture, a cartoon, a comic, a TV/video/movie clip, or a news/blog article). Your contribution is due by 11:59pm online the Monday(s) of the week(s) you selected to present.

Course Project. You will be responsible for completing a project synthesizing the information you learn in this course. The final project can be in one of two forms: a formal literature review (ideal for students who are forming an academic paper) or an academic authoethnography. Either option should be about eight-to-ten pages in length and should attend to the relationship between the body and society using academic resources. Detailed instructions will be provided during the second week of class. The course paper grade contains the following three elements:

* + The Project Proposal. Your one-page proposal is due online by 8pm on Monday, February 22.
  + A Peer-Review. Your nearly-complete final draft is due online by 8pm on Monday, April 11. Papers will be returned online by 8pm on Monday, April 18.
  + The Final Paper. Your final paper is due online by 8pm on April 25. No exceptions.

**Exams. You will have two (2) major examinations in this course. Each exam will be comprised of structured (e.g., multiple choice and true/false) and essay questions. Exams are designed to assess your mastery of the readings, lectures, and assignments. While examinations are not necessarily cumulative, they do require you do apply concepts acquired throughout the course.**

*Detailed instructions, rubrics, examples, and guides will be administered with each assignment.*

-Course Assessment-

🗹 Evaluation

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| Assignment | Value | Total |  | Grading Scale | |
| Attendance & Participation (25) | 4 | 100 |  | A (465 to 500) | C (370 to 384) |
| Discussion & Contribution (8) | 10 | 80 |  | A- (450 to 464) | C- (350 to 369) |
| The Project Proposal | 10 | 10 |  | B+ (435 to 449) | D+ (335 to 349) |
| A Peer Review | 10 | 10 |  | B (420 to 434) | D (320 to 334) |
| The Final Paper | 100 | 100 |  | B- (400 to 419) | D- (300 to 319) |
| Mid-Term | 100 | 100 |  | C+ (385 to 399) | F (<300) |
| Final Exam | 100 | 100 |  |  |  |
| Total |  | 500 |  |  |  |

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| What do letter grades mean? | |
| A | An ‘A’ reflects outstanding performance, that is, mastery of course content and knowledge, including critical thinking about all subject matter. Achievement of *superior* quality. |
| B | A letter grade of ‘B’ reflects consistent performance beyond the usual requirements of the course, including the demonstration of critical thinking in most subject matter. Achievement of *high* quality. |
| C | A letter grade of ‘C’ reflects satisfactory performance -- achievement demonstrating an understanding of sociological concepts and critical thinking sufficient for continued study in the discipline. |
| D | A ‘D’ reflects minimally acceptable performance -- achievement demonstrating below average understanding of course content. |
| F | Achievement at a level insufficient to demonstrate understanding of course content. |

⌛ Submission and Grading (IMPORTANT)

1. Classwork is your responsibility.
   1. **No late work will be accepted.** In the case you submit an assignment late by up-to one day, you may receive half-credit.
   2. **Technological failure is NEVER an acceptable excuse for late work**. Come up with a contingency plan in case of technology insecurity NOW. If you absolutely cannot turn in an assignment on Canvas, you must have it submitted via email BEFORE the deadline passes.
   3. **It is your responsibility to upload the correct document for each assignment**. The document you upload is considered your final submission so be sure to double-check your files before you submit.
   4. If you need help with computer equipment, software, Internet connection, or the course website, you must email [help@usf.edu](mailto:help@usf.edu).
2. Success in this class is your responsibility.
   1. If you are falling behind, the time to request help is by the 10th week of class, not the 15th week.
   2. You are responsible for monitoring your grades.
   3. A grade of incomplete (I) is given only under extenuating circumstances and at the instructor’s discretion. Students seeking an “I” grade must be passing the course at the time of the request.

Course and University Policies

University Attendance Policy. Valid excuses for absences include documented illness, deaths in the family, calls to active military duty or jury duty, religious holy days, and official University activities. Consideration will also be given to students whose dependent children experience serious illness. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Students are responsible for all of the material covered in class on those days they have missed. Please inform me ahead of time if you will be missing class to observe a religious holiday.

Academic Dishonesty. All students are expected to maintain the highest standards of academic honesty. Plagiarism, cheating, and academic dishonesty in any form will not be tolerated. Anyone caught plagiarizing or cheating will receive a zero for their first offense and will receive an “FF” for their final grade after their second offense.

* For details on this policy, go to (http://www.ugs.usf.edu/policy/academicintegrityofstudents.pdf)
* For a plain-language review of academic dishonesty, go to: (usfweb2.usf.edu/ethics/ai5/index.html)
* The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to submit assignments to this detection system. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.”

Statement of Accommodation. If you need special accommodations for tests or for regular class meetings, please let me know by the second week of class so that arrangements can be made. Each student must bring a current “Memorandum of Accommodation” from the Office of Students with Disability Services, which is a prerequisite for receiving accommodations. Accommodated examinations through the Office of Students with Disability Services require two weeks’ notice. Course documents are available in alternative format if requested in the student’s Memorandum of Accommodations. For more information, visit: (http://www.usf.edu/student-affairs/student-disabilities-services/accommodations/index.aspx).

University emergency policy. In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Syllabus Change Policy. Except for changes that substantially affect evaluation, the syllabus and reading schedule are subject to change at the instructor’s discretion (with reasonable notice).

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| Reading Schedule | | |
| Week 1 | Course Introduction and Theory | |
| 12-Jan | Text: vix-xv; pp. 1 - 5 | |
|  | 1. The Body in Sociology, Chris Shilling | |
| 14-Jan | 2. Bringing Bodies Back In: A Decade Review, Arthur W. Frank | |
|  | 3. Foucault, Femininity, and the Modernization of Patriarchal Power, Sandra Lee Bartky | |
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| Week 2 | Bodies in History and Presentation of the Body | |
| 19-Jan | Text: pp. 28 - 30 | |
|  | 4. From The Civilizing Process: The History of Manners, Norbert Elias | |
|  | 5. Body: Tomb, Temple, Machine, and Self, Anthony Synnott |  |
|  | 6. The Hottentot and the Prostitute: Toward an Iconography of Female Sexuality, Sander L. Gilman |  |
| 21-Jan | Text: pp. 51 - 52 | |
|  | 7. 'Introduction' from The Presentation of Self in Everyday Life, Erving Goffman | |
|  | 8. Big Handsome Men, Bears, and Others: Virtual Constructions of 'Fat Male Embodiment,' Lee F. Monaghan | |
|  | 9. Nurturing and Negligence: Working on Others' Bodies in Fiji, Anne E. Becker | |
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| Week 3 | Children's Bodies | |
| 26-Jan | Text: pp. 195 - 197 | |
|  | 25. Children's Lived Bodies in Everyday Life, Berry Mayall | |
|  | 26. Becoming a Gendered Body: Practices of Preschools, Karin A. Martin | |
| 28-Jan | 27. The Gaze of the Psychologist, Nikolas Rose | |
|  | Canvas: Robinson, Kerry H. 2012. "‘Difficult citizenship’: The precarious relationships between childhood, sexuality and access to knowledge." Sexualities | |
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| Week 4 | Reproducing Bodies | |
| 2-Feb | Text: pp. 173 - 175 | |
|  | 22. The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles, Emily Martin | |
|  | 23. 'Fetal Rights': A New Assault on Feminism, Katha Pollitt | |
| 4-Feb | 24. Bodies Out of Time: Women's Reproductive Firsts, Elizabeth Graham and Jacqueline Low | |
|  | Canvas: Pande, Amrita. 2010. "Commercial Surrogacy in India: Manufacturing a Perfect Mother‐Worker." Signs 35-4: 969-992. | |
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| Week 5 | Gendering Bodies | |
| 9-Feb | Text: pp. 100 -102 | |
|  | Canvas: Lorber, Judith: Paradoxes of Gender (selection) | |
|  | 13. From $acred to Disembodied Motherhood: Breast-feeding with the Experts and the State, Linda M. Blum | |
|  | 15. Men's Bodies, Raewyn Connell |  |
| 11-Feb | Text: pp. 305 -307 | |
|  | Canvas: Wade, Lisa. 2012. On the balancing act of being female, or why we have so many clothes. Sociological Images. | |
|  | 41. Women and Their Hair: Seeking Power through Resistance and Accommodation, Rose Weitz | |
|  | 42. 'A Dubious Equality': Men, Women, and Cosmetic Surgery, Kathy Davis | |
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| Week 6 | Racializing Bodies | |
| 16-Feb | Text: pp. 281 - 283 | |
|  | 38. The Future of Reproductive Choice for Poor Women and Women of Color, Dorothy E. Roberts | |
|  | Staples, Brent. 1986. “Just Walk By: A Black Man Ponders His Power to Alter Public Space.” Ms. | |
|  | 39. Gendered Racial Violence and Spatialized Justice: The Murder of Pamela George, Sherene H. Razack | |
| 18-Feb | 37. Feared and Revered: Media Representations of Racialized and Gendered Bodies--A Case Study, Sarah Neal | |
|  | Canvas: Tracey O. Patton: Hey Girl, Am I More Than My Hair? African American Women and Their Struggles with Beauty, Body Image, and Hair | |
|  | 40. 'Modern Primitivism': Non-mainstream Body Modification and Racialized Representation, Christian Klesse | |
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| Week 7 | Transgressive Bodies | |
| 23-Feb | Text: pp. 124 - 126 | |
|  | 16. 'Introduction' from One of Us: Conjoined Twins and the Future of Normal, Alice Domurat Dreger | |
| 25-Feb | Canvas: Betsy Lucal, "What It Means To Be Gendered Me” | |
|  | 17. Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism, Cheryl Chase | |
|  | 18. Telling Body Transgendering Stories, Richard Ekins and Dave King | |
|  | Your paper proposal is due online by 8pm on Monday, February 22. | |
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| Week 8 | MIDTERM | |
| 1-Mar | Review Discussion | |
| 3-Mar | MIDTERM EXAM in class | |
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| Week 9 | Weighty Bodies | |
| 8-Mar | Canvas: Germov, John, and Lauren Williams. 1999. "Dieting Women: Self-surveillance and the Body Panopticon." |  |
|  | Canvas: Joyce Huff, Across the Sky: Airplane Seats and Fat Bodies as Contested Spaces *from* The Fat Studies Reader |  |
|  | Canvas: Dworkin and Wachs, "‘Getting Your Body Back’: Postindustrial Fit Motherhood in Shape Fit Pregnancy Magazine” | |
| 10-Mar | Canvas: Laura Fraser, The Inner Corset: A brief History of Fat in the United States *from* The Fat Studies Reader | |
|  | 14. Anorexia Nervosa: Psychopathology as the Crystallization of Culture, Susan Bordo | |
|  | Canvas: Le'a Kent: Fighting Abjection: Representing Fat Women *from* The Body Reader | |
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|  | SPRING BREAK | |
| 14-Mar | Enjoy RESTING your body! | |
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| Week 10 | Able Bodies | |
| 22-Mar | Text: pp. 239 - 241 | |
|  | 31. Somewhere a Mockingbird, Deborah Kent | |
|  | 32. Coming to Terms: Masculinity and Physical Disability, Thomas J. Gerschick and Adam S. Miller | |
| 24-Mar | 33. (In)visibility: Accounts of Embodiment of Women with Physical Disabilities and Differences, Hilde Zitzelsberger |  |
|  | Canvas: Cahill, Spencer E. and Robin Eggleston. 1994. “Managing Emotions in Public: The Case of Wheelchair Users.” Social Psych Quarterly 57: 300-312. | |
|  | Canvas: Ball, Katie. "Who'd Fuck an Ableist?." Disability Studies Quarterly 22.4 (2002). | |
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| Week 11 | Working Bodies | |
| 29-Mar | Text: pp. 218 - 220 | |
|  | Canvas: Ed Slavishak, "Made by Work: A Century of Laboring Bodies in the United States." | |
|  | 28. The Contented Worker, Nikolas Rose | |
| 31-Mar | 29. Scrubbing in Maine, Barbara Ehrenreich |  |
|  | 30. Exotic Dancing and the Negotiation of Identity: The Multiple Uses of Body Technologies, Jennifer K. Wesely |  |
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| Week 12 | Pleasuring Bodies | |
| 5-Apr | Canvas: Rupp, Leila J. "Sexual Fluidity “Before Sex”." Signs 37.4 (2012): 849-856. | |
|  | Canvas: Lisa Jean Moore, Polishing the Pearl: Discoveries of the Clitoris | |
|  | Canvas: Asexuality, TBA | |
| 7-Apr | Canvas: Juliet Richters, Orgasm |  |
|  | Canvas: Simon Hardy, Anal Sex: phallic and other meanings | |
|  | Canvas: Kerwin Kaye, Sexual Intercourse | |
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| Week 13 | Medicalized Bodies | |
| 12-Apr | Text: pp. 73 - 75 | |
|  | Ehrenreich & English. 2005. “The Sexual Politics of Sickness” Chapter 4 in For Her Own Good: |  |
|  | 10. Discipline and Dehumanization in a Total Institution: Institutional Survivors' Descriptions of Time-out Rooms, Claudia Malacrida | |
|  | 11. The Anthropological Born Criminal, Nicole Hahn Rafter | |
|  | 12. The Destruction of 'Lives Not Worth Living,' Robert N. Proctor |  |
| 14-Apr | Canvas: Arthur Frank, "The Body’s Problems with Illness." | |
|  | Tarvis, Carol. 2008. "PMS and the Biological Flaws of Womanhood." from Social Problems Reader ed. Ira Silver. Pearson. | |
|  | 19. The Risk of Resistance: Perspectives on the Mass Childhood Immunization Program, Anne Rogers and David Pilgrim | |
|  | Your nearly-complete final draft is due online by 8pm on Monday, April 11. | |
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| Week 14 | Aging and Dying Bodies | |
| 19-Apr | Text: pp. 326 - 328 | |
|  | 43. Meno-Boomers and Moral Guardians: An Exploration of the Cultural Construction of Menopause, Joy Webster Barbre | |
|  | 44. Forever Functional: Sexual Fitness and the Aging Male Body, Barbara L. Marshall and Stephen Katz | |
|  | 45. Aging, Alzheimer's, and the Uncivilized Body, Chris Gilleard and Paul Higgs | |
| 21-Apr | 21. Contemporary Hospice Care: The Sequestration of the Unbounded Body and 'Dirty Dying,' Julia Lawson | |
|  | Rundblad, Georganne. 1995. “Exhuming Women's Premarket Duties in the Care of the Dead.” Gender & Society 9:173-192. | |
|  | Papers returned from Peer Review by 8pm on Monday, April 18. | |
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| Week 15 | Postmodern Bodies | |
| 26-Apr | Text: pp. 350 - 352 | |
|  | 46. A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century, Donna Haraway | |
|  | 47. Cyberpunk, Biomedicine, and the High-tech Body, Victoria L. Pitts |  |
|  | 48. The Sacrificial Body of Orlan, Julie Clarke |  |
| 28-Apr | Course Wrap-up and Review | |
|  | Your final paper is due online by 8pm on April 25. No exceptions. | |
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| Week 16 | Final Exam Week | |
|  | The Final Examination is from 12:30 to 2:30pm on Tuesday, May 3 | |
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| Notes: Numbered readings from Malacrida, Claudia and Jacquiline Low (eds). 2008. Sociology of the Body (A Reader). Oxford University Press. ISBN: 9780195425482 | | |
| All other readings posted to the course website. | | |