

Soci 407, Sociology of the Body, Winter 2015
Instructor: Dr. Ariel Ducey
Office Hours: by appointment
Office: Social Sciences Bldg, Room 938
Contact info: aducey@ucalgary.ca, 220-5054
www.soci.ucalgary.ca

Course Description

This course is an overview of the burgeoning field of the sociology of the body. As a result of the course, students will become acquainted with a number of differing theoretical approaches to the study of the body, through the works of major social theorists and prominent scholars within body studies. While many (but not all) of the readings in this course could be read as support for the idea that the body is “socially constructed,” the readings will also differ significantly in terms of what socially constructed means, whether and how the body’s status as a material organism is attended to, and how bodies are accessed as objects of research. Central questions to be considered include:

- Why is the study of the body important in sociology? What does attention to bodies illuminate about our world?
- How are bodies racialized, sexualized, gendered, and classed?
- How are bodies made to articulate with economies? That is, with ways of organizing economies, with work and production, with capitalism and its current manifestations?
- What are the implications of differing ways of conceptualizing bodies, including: as lived and experienced, as shaped by power and discourse, as molded through institutions of work and labor, as means of communicating, as manifestations of the capacity to affect and be affected?
- In what ways have bodies been subject to configurations of power and knowledge? How have those configurations changed?
- What are transgressive or subversive bodies?

Readings

There is one book for this course which students must purchase:

Foucault, Michel. *The History of Sexuality: An Introduction*. Vintage Books, 1990

Other course readings will be posted on the course D2L site, in compliance with Fair Dealing Policy for Universities on use of copyrighted materials.

Readings will average 75 pages a week; less in some weeks, more in others. Carefully examine the course schedule and plan your reading schedule accordingly. Readings must be completed *before* the first class of the week (Tuesday). You must bring the assigned readings with you to classes.

I may add or omit some readings during the semester as needed, or make some adjustments to the order and schedule. Any changes in the course schedule will be announced in class. In the event of absence, class members are responsible for finding out about such changes from classmates.

Reading questions

Students are responsible for submitting discussion questions four times during the term. Students should turn in a one-page document (single spaced is fine) that contains three questions they have about the readings and would like to see addressed or discussed in class. Each of these questions should be accompanied by an explanation (of about a paragraph) for why they are of interest, making reference to the readings. The explanation might be an answer, or partial answer, to the question; students might identify certain parts of the readings that they found challenging but think are important and explain why they think those sections might be important; students might ask about a theoretical or conceptual similarity or difference between the readings; students might identify links between the week's readings and those of previous weeks. Students need to show through these questions that they have done the readings and considered them, applying their best efforts. Grades will be negatively impacted if the questions, or explanations of them, suggest the student has not considered the readings carefully or if there are problems with clarity and expression.

The reading questions do not need to include formal citations or notes. However, students must use quotes when copying exact words, *and* provide page numbers for quotes or references to specific points and ideas in the reading. Always include your name and date on the summary. The memos are due (via email, aducey@ucalgary.ca) no later than Sunday evening for the upcoming week. Please use the following subject line of the email: [Your last name, 407 Memo, for week of xxxxx]. The first memo is due no later than February 8, the second no later than March 15, the third memo no later than April 5. The fourth memo may be turned in when the student chooses. The memo with the lowest grade will be dropped from the final grade calculation.

Exams

There are two exams for this course, both are take-home exams and will include a variety of types of questions, including true or false and short answer questions. The exams will be due on March 3rd and April 14th. Instructions for the exams will be provided to students no later than one week prior to the due date.

Final paper

As a result of this course, students should be able to recognize major differences between theoretical approaches. In the final paper, students will be expected to select a body-related topic and propose several different ways of studying that topic. For each way of studying the topic, students will be required to discuss the theoretical premises, the types of research questions typical of such theoretical premises, the types of data or evidence that would need to be collected, and how the research evidence would be analyzed. The paper will be approximately 10 pages long and due April 24th. I may require that students submit (ungraded) reports about their paper topic and paper progress during the term. Further details on the final paper and grading

rubric will be provided to students as the term progresses. I may adjust the details of the final paper, depending on how the course develops.

Grading

Your final grade will be calculated as follows:

- 1) Reading memos – 25%
- 2) Exams – 45%
- 3) Final paper – 30%

The following scale converts percentage grades to letter grades for this class.

A+ = 95-100	B = 75-79	C- = 55-59
A = 90-94	B- = 70-74	D+ = 50-54
A- = 85-89	C+ = 65-69	D = 45-49
B+ = 80-84	C = 60-64	F = below 45

The following description of letter grades comes from the U of Calgary Calendar:

- A indicates superior performance, excellent mastery of the material.
- B indicates above average performance, good mastery of the material.
- C indicates satisfactory performance, a basic understanding of the material.
- D indicates marginal performance, minimal understanding of the material.
- F indicates unsatisfactory performance.

Instructor Contact Information

I am available by appointment. My office is Room 938, Social Sciences Building. My office phone number is 220-5054, and my email address is aducey@ucalgary.ca.

In general, I prefer that you contact me by email for administrative purposes only. For instance, you may email me to schedule an appointment outside of office hours. Students with substantive questions should come to office hours or schedule an appointment. If you have questions related to grading, readings, or wish to discuss the course in greater depth, see me during office hours or make an appointment.

Emergency evacuations:

In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point by the ICT Food Court.

Deferrals:

If at all possible you must provide advance notice to the instructor if you are unable to take a test or pass in an assignment or essay on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

Deferred Final Exam Form:

Please note that requests to defer a Registrar-scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

http://ucalgary.ca/registrar/files/registrar/APP%20FOR%20DF%20EXAM_0.pdf

Deferred Term Work Form:

Deferral of term work past the end of a term also requires a form to be filled out. It’s available at <http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Ethics Research: Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Departmental Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Academic Misconduct: Plagiarism, cheating and other academic misconduct are regarded as serious academic offences. Students are advised to consult the University Calendar which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct.

The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor’s office or the Department main office. Written assignments must be returned

to students individually, during class, or during the instructor's office hours; if a student is unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Safewalk: The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the "Help" phones located around Campus.

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, phone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.

Handing in papers outside of class, return of final papers, and release of final grades:

1. When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant. Papers will not be accepted in the main Sociology Department office.
2. Final papers will not be returned through the main Sociology Department office. The Freedom of Information and Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place (i.e. outside an instructor's office, the department office etc.) Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will be available for pick-up only during the instructor's office hours at the end of this term or at the beginning of the next term.
3. Final grades are not posted by the Sociology Department. They are available only online.

Course Schedule

Thursday, Jan 15 – Disciplined Bodies

- Norbert Elias: “Civilization and Psychosomatics,” ch. 11 in *The Body: A Reader*, Fraser & Greco, eds. Routledge 2005; and “An Outline of *The Civilizing Process*,” ch. 6 in *The Norbert Elias Reader*, Goudsblom & Mennell, eds. Oxford Press, 1998.
- Michel Foucault, “The means of correct training,” from *Discipline & Punish*, trans. Alan Sheridan, NY: Random House, 1995. [Orig. published in English 1977, French 1975] [pp. 170—195]

Week of January 20 – Congruent Bodies

- Martin, Karin A. 1998. “Becoming a gendered body: Practices of Preschools,” *American Sociological Review* 63(4): 494-511.
- McClintock, Anne. 1995. “Soft-soaping Empire,” from *Imperial Leather: Race, Gender and Sexuality in the Colonial Conquest* London: Routledge.
- Bordo, Susan. 1997. “The Body and the Reproduction of Femininity” in K. Conboy, N. Medina and S. Stanbury (eds), *Writing on the Body: Female Embodiment and Feminist Theory*. New York: Columbia University Press.

Week of January 27 – Science, Knowledge and Bodies

- Ehrenreich, Barbara and Deirdre English. Excerpts from *Complaints and Disorders: The Sexual Politics of Sickness*. City University of New York, Feminist Press, 1973.
- Kaw, Eugenia. “Medicalization of Racial Features: Asian-American Women and Cosmetic Surgery.” Ch. 12 (pp 167-183) in Weitz, Rose ed., *The Politics of Women’s Bodies*, NY: Oxford University Press (1st ed.), 1988.
- Martin, Emily. “Body Narratives, Body Boundaries,” in *Cultural Studies*, Grossberg, Nelson, Treichler eds. Routledge, 1992.
- Smith, Dorothy. “Women’s Experience as a Radical Critique of Sociology,” Ch. 1 in *The Conceptual Practices of Power: A Feminist Sociology of Knowledge*. University of Toronto Press, 1990.

Week of February 3 – The Lived Body

- Merleau-Ponty, Maurice. Excerpts from *Phenomenology of Perception*, London: Routledge, 2002 [originally published in French, 1945]
- Crossley, Nick. 1995. “Merleau-Ponty, the Elusive Body and Carnal Sociology,” *Body & Society* 1(1): 43-63.
- Fanon, Frantz. Selections from *Black Skin, White Masks*. Grove Press, 1967. [orig. published in French, 1952]
- Bartky, Sandra L. 1997. “Foucault, Feminism and the Modernization of Patriarchal Power” in K. Conboy, N. Medina and S. Stanbury, eds., *Writing on*

the Body: Female Embodiment and Feminist Theory. New York: Columbia University Press.

Week of February 10 – Logic of Practice, Logic of Distinction

- Bourdieu, Pierre, 1984. “Belief and the Body,” in *The Logic of Practice* Oxford: Blackwell.
- Bourdieu, Pierre. 1984. “The Habitus and the Space of Lifestyles” in *Distinction: A Social Critique of the Judgement of Taste*.
- Holliday, Ruth, Joanna Elfving-Hwang. 2012. “Gender, Globalization and Aesthetic Surgery in South Korea,” *Body and Society* 18(2): 58-81.
- Sassatelli, Roberta. 2000. “The commercialization of discipline: keep-fit culture and its values,” *Journal of Modern Italian Studies* 5(3): 396-411.

Week of February 24 – Bodies and Narratives

- Frank, Arthur. Selections from *The Wounded Storyteller*, University of Chicago Press, 1995.
- Frank, Arthur. “Emily’s Scars: Surgical Shapings, Technoluxe, and Bioethics,” *Hastings Center Report* 34 (2): 18-29, 2004.

Week of March 3 – Biopolitics, Sexuality

- Foucault, Michel. *The History of Sexuality: An Introduction*. Vintage Books, 1990. Parts 1-4

Week of March 10 – Biopolitics, Sexuality

- Foucault, *History of Sexuality*, continued, Part 5
- Biehl, Joao. 2004. “The Activist State: Global pharmaceuticals, AIDS, and Citizenship in Brazil” *Social Text* 22 (3): 105-132.

Week of March 17 – Transgression, Play, Subversion

- Bakhtin, Mikhail. 1984 [1968]. “The Grotesque Image of the Body and Its Sources,” from *Rabelais and His World*. Trans. Helene Iswolsky. Indiana University Press.
- Alan Radley. 1995. “The Elusory Body and Social Constructionist Theory,” *Body and Society* 1(2): 3-23.
- Monaghan, Lee. 2005. “Big Handsome Men, Bears and Others: Virtual Constructions of ‘Fat Male Embodiment’,” *Body and Society* 11(2): 81-111.
- Pitts, Victoria. 2003. “Cyberpunk, Biomedicine, and the High-Tech Body,” Ch. 5 in *In the Flesh: The Cultural Politics of Body Modification*, Palgrave Macmillan.

Week of March 24 – What Bodies Do

- Latour, Bruno. “How to Talk About the Body? The Normative Dimensions of Science Studies,” *Body & Society* 10(2-3): 205-30.
- Mol, Annemarie, John Law. 2004. “Embodied Action, Enacted Bodies: the Example of Hypoglycaemia,” *Body and Society* 10(2-3): 43-62.

Week of March 31 – New Economies, New Bodies

- Lury, Celia. 2000. “The United Colors of Diversity: Essential and Inessential Culture,” in Franklin, Lury and Stacey, eds. *Global Nature, Global Culture*. London: Sage.
- Cooper, Melinda. 2012. “The pharmacology of distributed experiment: User-generated drug innovation,” *Body and Society* 18(3&4): 18-43.

Week of April 7 – The Affective Body

- Deleuze, Gilles. 1992. “Ethnology: Spinoza and Us” in Crary & Winter, eds. *Incorporations*, New York: Zone.
- Blackman, Lisa. 2008. “Conclusion: Imagining the Future of the Body within the Academy,” from *Key Concepts: The Body*. Bloomsbury Academic.
- Ducey, Ariel. “More Than a Job: Meaning, Affect, and Training Health Care Workers,” Pp. 187-208 in *The Affective Turn: Theorizing the Social*, Patricia Clough and Jean Halley, eds., Duke University Press, 2007.

April 14 – last day of class, catch-up, review