



UNIVERSITY OF CALGARY

Faculty of Arts

Department of Sociology

Sociology Department Home Page: <http://www.soci.ucalgary.ca>

Soci 407, Sociology of the Body

• Winter 2019

• T/Th 12:30-1:45

• SA 017

Instructor: Dr. Ariel Ducey

Office Hours: Wednesdays, usually 12-2, but check availability and make appointments at calendly.com/aducey

Office: Social Sciences Bldg, Room 938

Contact info: aducey@ucalgary.ca, 220-5054

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.

Course Objectives/Learning Outcomes

The objective of this course is for students to be able to answer the following central questions:

- 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?

Required Textbooks, Readings, Materials

There are two books for this course which students must purchase:

Foucault, Michel. *The History of Sexuality: An Introduction*. Vintage Books, 1990
 Gay, Roxane. *Hunger: A Memoir of (My) Body*. New York: Harper, 2017.

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.

Methods of Evaluation

Reading questions memo

Students are responsible for submitting discussion questions four times during the term. Students should turn in a one-page memo (single spaced is fine) that contains two 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 (max one 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.

These questions will regularly be shared (with students' names) in class, in order to shape class discussion and mutual learning. Given this, the students and instructor will develop and adopt shared guidelines for how we respond to each other's written and verbal contributions to the class. These guidelines will be developed during the first week of class.

The memos are due (via dropbox) no later than Sunday evening for the upcoming week. Due dates for three of the memos will be assigned (at random). The fourth memo may be turned in when the student

chooses. Grades will be assigned out of 10 points. 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 memo with the lowest grade will be dropped from the final grade calculation.

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.

In-class participation

Students will receive a course grade for participation. This grade will be based on students' participation in class and occasional in-class group work. Students will be graded as "fail," "pass," or "high pass," with a "fail" equivalent to 0%, "pass" equivalent to 82%, and "high pass" equivalent to 92%. If a student's course average (on the exams and reading questions memos) is higher than their in-class participation grade, the in-class participation will be dropped from final grade calculation.

Exams

There are three take-home exams for this course, which will include a variety of types of questions, including true or false, short answer questions, and long-answer or essay questions. The exams will be due on February 8th (covering material through Jan 31st), March 22nd (covering material through March 14th) and April 18th (covering the entire course). Instructions for the exams will be provided to students no later than one week prior to the due date.

Final Exam Information

The final exam is a take-home final and will be cumulative. It may include a variety of question types, for instance including true or false questions, short answer, and essay questions. It will be due April 18th, to be submitted via D2L.

Grading

Your final grade will be calculated as follows:

1. Exam 1: 17%
2. Exam 2: 25%
3. Exam 3: 35%
4. Reading questions memos: 18%
5. In-class participation: 5%

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	95-100	4.0	Outstanding performance
A	90 – 94.99%	4.0	Excellent-superior performance
A-	85 – 89.99%	3.7	
B+	80 – 84.99%	3.3	
B	75 – 79.99%	3.0	Good – clearly above average performance
B-	70 – 74.99%	2.7	
C+	65 – 69.99%	2.3	
C	60 – 64.99%	2.0	Satisfactory - basic understanding
C-	55 – 59.99%	1.7	
D+	50 – 54.99%	1.3	
D	45 – 49.99%	1.0	Minimal pass - marginal performance
F	<45%	0	unsatisfactory performance

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a

ime with the student to discuss his or her work and rationale. It should be noted that a re- assessed grade may be raised, lowered, or remain the same.

Contacting the Instructor

I am available by appointment (calendly.com/aducey). 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 schedule an appointment.

Emergency Evacuations

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at Social Sciences Food Court. Please check these assembly point locations for all of your classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.
3. Final grades are not posted by the Sociology Department. They are only available online.

Research Ethics

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 Faculty 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

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:
<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

Absences and Deferrals

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another

assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>.

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 can be found at:

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

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:

https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.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).

Student Representation

The 2018-19 Students' Union VP Academic is Jessica Revington (suvpaca@ucalgary.ca).

For more information, and to contact other elected officials with the Student's Union, please visit this link: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>

You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/ombuds/contact>

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

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Student Resources

[SU Wellness Centre](#)

[Campus Mental Health Strategy](#)

Course Schedule

Jan 9: Intro to the course

Jan 15 & 17: Foucault part 1

- 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]
- 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.

Jan 22 & 24: Bourdieu

- 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*.

Jan 29 & 31: Capital and the body

- Wacquant, Loïc. 1995. "Pugs at Work: Bodily Capital and Bodily Labour Among Professional Boxers." *Body & Society* 1(1): 65-93.
- McClintock, Anne. 1995. "Soft-soaping Empire," from *Imperial Leather: Race, Gender and Sexuality in the Colonial Conquest*. London: Routledge.

Feb 5 & 7: Phenomenology

- Merleau-Ponty, Maurice. Excerpts from *Phenomenology of Perception*, London: Routledge, 2002 [originally published in French, 1945]
- Hockey, John and Jacquelyn Allen Collinson. 2007. "Grasping the phenomenology of sporting bodies," *International Review for the Sociology of Sport* 42(2): 115-31.
- Allen, Chris. 2004. "Merleau-Ponty's Phenomenology and the Body-in-Space Encounters of Visually Impaired Children." *Environment and Planning D* 22: 719-735.

Feb 12 & 14: Phenomenology continued

- Fanon, Frantz. Selections from *Black Skin, White Masks*. Grove Press, 1967. [orig. published in French, 1952]
- Ahmed, Sarah. 2007. "A phenomenology of whiteness," *Feminist Theory* 8(2): 149-168.

Feb 26 & 28

- Gay, *Hunger: A Memoir of (My) Body*. (entire book)

March 5 & 7: Foucault, part 2

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

March 12 & 14: Foucault, part 2 continued

- 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.

March 19 & 21: Resistance and appropriation

- 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.
- Guthman, Julie and Melanie DuPuis. 2006. "Embodying neoliberalism: economy, culture, and the politics of fat," *Environment and Planning D: Society and Space* 24: 427-448.

March 26 & 28: 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.
- 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.
- Pitts-Taylor, Victoria. 2009. "Becoming/Being a Cosmetic Surgery Patient: Semantic Instability and the Intersubjective Self," *Studies in Gender and Sexuality* 10(3): 119-128.

April 2 & 4: Affect/Emotions/Bodies, part 1

- Ahmed, Sarah. 2004. *The Cultural Politics of Emotion*. Routledge, New York. [selected chapter, TBD]
- Ahmed, Sara. 2004. "Affective Economies," *Social Text* 22(2): 117-39.
- Clough, Patricia. 2008. "The Affective Turn: Political Economy, Biomedicine, and Bodies," *Theory, Culture and Society* 25(1): 1-22.

April 7 & 9: Affect/Emotions/Bodies, part 2

- Deleuze, Gilles. 1992. "Postscript on the Societies of Control," *October* 59: 3-7.
- Massumi, Brian. "Fear (the Spectrum Said)." *Positions* 13, no. 1 (2005): 31-48.
- 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.
- Blackman, Lisa. 2008. "Conclusion: Imagining the Future of the Body within the Academy," from *Key Concepts: The Body*. Bloomsbury Academic.