

Bodies Under Construction
Argyros Seminar Room 205
MW 4:00PM-5:15PM

Instructor: Omar (Ali) Mushtaq, Ph.D., M.A.

Email: mushtaq@chapman.edu (I will attempt to provide a response to your email within 24 hours).

Office Hours: Email, Before class (12 PM- 1 PM), and By Appointment.

Appointments for one-on-one conversations must be made within 48 hours.

Office Location: N/A

*By staying in this class past the drop date, you agree to the terms and conditions set forth by this document.

*People with special needs should make arrangements with me to make necessary accommodations.

* Unless granted an exception, all personal electronic devices, including iPads, tablets, laptops, cameras, and various mobile/recording devices, need to be turned off during class time. Please step out to take all text messages and calls outside of class. Library computers will not be used until noted.

*I reserve the right to change any portion of this syllabus as I see fit.

"People who like to avoid shocking discoveries, who prefer to believe that society is just what they were taught in school, who like the safety of the rules and maxims of the world taken for granted should stay away from sociology." –Peter Berger, Invitation to Sociology

Course Description

Often times, the body is an object that we take for granted. What does it mean to have a body? This course will explore ways in which society and culture construct the body. We will explore questions involving the classic Cartesian “mind-body” problem and literature exploring the “lived” experience of the body. We will then move into constructivist perspectives that explore how bodies as symbolic and disciplinary objects. After establishing several frameworks for how bodies are socially constructed, we will then explore how the body is a politicized object that intersects with various sites of power, including racism, sexism, and other forms of inequality. We will then examine how the bodies is actively (re)constructed in various arenas. We will consider the following questions:

To what extent are bodies socially and culturally constructed?

How does each researcher conceptualize the body?

What is the role of biology in shaping the body? What are biological constraints and possibilities when exploring the body?

How does power intersect with the body? Do some bodies matter more than other bodies?

Prereqs: none.

Course Objectives:

After taking this **class**, you will be able to:

- 1) Have a working knowledge about how multiple scholars understand the body.
- 2) Be able to compare, contrast, and analyze competing theories of the body and personhood.
- 3) Expand your critical thinking, analytical, reading, and writing skills that will help further your academic/professional careers.
- 4) Understand how the social structure affects your life and vice versa.

Course Format:

This course will be largely be conducted as a seminar and will largely center student discussion. As such, your role in class will largely center around participation, articulating arguments, and asking questions of me and your peers. Therefore, it is crucial that you do the readings and that you attend each class. From time to time, I will lecture and help to clarify the material.

Your role in class is to think about the material, offer experiences and applications, and engage respectfully with me and your classmates. By respect, I mean that you come from a place of attempting to “understand” rather than “put down.” Also, when someone talks (one of your classmates or myself), I expect you to be listening (no side conversations). Additionally, I also expect that disagreements will be handled rationally, thoughtfully, and make use of evidence and logic. I also understand we come from different places with different backgrounds (life experiences, academic knowledge, etc). While I will not tolerate any form of hatred and bigotry (you will be asked to leave if this happens in any way), I do understand that not everyone is aware of what constitutes bigotry/hatred. So I encourage you to take this class as a learning opportunity and encourage you to be open, make mistakes, and that realize this is a safe space for all ideas and feelings. Furthermore, you will abide by the code of conduct established by Dr. Mushtaq and Chapman University.

Code of Conduct in Dr. Mushtaq’s Classroom

This code of conduct can be modified by Dr. Mushtaq at any time throughout the term.

- 1) Students will recognize that the freedom of speech is different from deliberately attacking/vilifying marginalized group (which is unacceptable in this classroom against any groups). Speech will be deemed as such at the instructor’s discretion, and said offender will be asked to leave the class.
- 2) Students will also recognize that freedom of speech is also different from stating fact. This class defines “fact” as statements that are verifiable and can be confirmed in peer-reviewed academic literature. For example, I might have a right to say, “A UFO has abducted a student.” While I have the right to say this, this statement is not verifiable nor is it true. Statements that do not match this definition of a “fact” will be pointed out as such. Students are then expected to at least consider newly acquired knowledge or at least understand how that knowledge was derived.
- 3) Statements made about any marginalized group, dominant group, and their experiences will be made in reference to scholarly literature (unless otherwise noted).
- 4) Statements made that are incongruent with scholarly literature will be corrected by Dr. Mushtaq. Students are expected to at least consider and understand the new information.
- 5) Students are encouraged to provide their feedback and experiences, especially if they have a question about the material or class discussion. Students are encouraged

to contact me if you have any concerns. However, students are discouraged from making any statements that reinforce bigotry.

6) Students are expected to have a “beginners mind,” where their role centers around processing the material. Thus, students in class must see themselves and other students as “beginners.” If they have any concerns (behavior wise, class logistics, grades, etc), they will talk to Dr. Mushtaq directly or send him an email within 24 hours.

7) Students will not talk over their professor or other students.

8) Students will not engage in side conversations or if they use their smart phone/recording device during class.

9) Students must respect one another and their professor.

10) Students will be expected to be open to viewpoints they may not be familiar with.

11) Students will understand that they are not entitled to any particular grade. In other words, the student-faculty interaction is not a transaction. My role as an instructor is to guide you through course material and to evaluate your abilities. Said guidance and evaluation will be done in accordance with the material and standards set by the instructor. Student opinion of their own work will not factor into final grading decisions. Final grading decisions will be made by the instructor.

12) Students will understand that there will be zero tolerance for using offensive language toward any marginalized groups.

Microsoft Word and Assignments

All of your assignments must be turned in as a .doc or .docx file extension (Microsoft Word). If you do not have access to word, please use a free program called "open office." You can find the program here:

<https://www.openoffice.org/>

Grades

Your grade will be calculated based on a percentage-system. The scale will work as such: A=100-90%, B+=89-86%, B=85-80%, C+=79-76%, C=75-70%, D=69-60%, F= below 60%. I do not give extra credit nor do I curve grades. I also DO NOT allow make up work so do not ask. If you're taking this course pass/fail, passing this course requires a “C” or better. Additionally, you must turn in ALL assignments to receive a grade above “C.” Dr. Mushtaq will grade assignments and post results on Blackboard within a timely manner. “Timely manner” is defined at Dr. Mushtaq’s discretion.

The breakdown is as follows:

In-Class Assignments	/100 Points
Weekly Discussion Presentation	/100 Points
Midterm	/100 Points
Talking Bodies	/100 Points
Final Grade	/400 Points Total

In-Class Assignments / 10 points each/100 points total

My way to gauge attendance/participation is to ask students to do short assignments in class. You will need notebook paper/writing tool (pen/pencil) for these exercises. These are simple credit/no credit assignments in which students will receive credit for doing the assignment. They will only be given in class, and they cannot be made up at any other time. If the assignments explicitly discuss parts of your research project, you will be expected to model parts of your research project on these assignments when noted.

Other times, these assignments might take the form of a reading quiz which will be worth two points each. These quizzes are not designed to grill you, but simply check to see if you completed that week's reading.

If you are not in class to complete the in-class assignment (may it be a reading quiz or another assignment), you will receive 0 points. There is no exception to this rule. You cannot make these points up.

Weekly Discussion Presentations (Five presentations per group at 20 Points Each)

Because the class is seminar-based, you will be responsible for doing the readings and leading the discussion for that week. Each group must essentially create a powerpoint that summarizes each week's reading, posits discussion questions, and find one cultural artifact (news article, movie clip/Youtube, etc) that relates that week's material to the week's topic. While the presentation will be due Monday, you will post that week's presentation on Blackboard for your classmates on the Saturday at 11:59 PM before you present the topic on Monday.

For those that are not presenting, you will jot down notes in the form of answers or questions in order to participate the following Monday.

For guidelines, see Blackboard "Weekly Discussion Presentation."

Midterm Essay (100 points)

You will write a six-page essay on a prompt given to you by the instructor. It will be typed.

The following exams are somewhat cumulative as I will test an understanding of the previous material.

Talking Bodies (100 points)- Due Final Day of Class

The final project will have you interview individuals that use their "bodies" for different things. You will interview, code, and present your findings to the class. More information will be given as the course progresses.

Chapman University's Academic Integrity Policy

Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university.

Chapman University's Students with Disabilities Policy

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. The University, through the Disability Services Office, will work with the appropriate faculty member who is asked to provide the accommodations for a student in determining what accommodations are suitable based on the documentation and the individual student needs. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

Equity and Diversity

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy: <http://tinyurl.com/CUHarassment-Discrimination>. Any violations of this policy should be discussed with the professor, the Dean of Students and/or otherwise reported in accordance with this policy.

Students should be mindful of the following:

Please do not hesitate to email me. I expect that you will need help at some point during the semester and I am here to help you as much as I can. Also, all students should get the name, phone number, and email address of at least two other students in the **CLASS**. You may need a study-buddy for the duration of the semester.

Week 1 Perspectives of the Body

Shilling, C. 2007. "Sociology and the body: classic traditions and new agendas". *The Sociological Review* 55(1): 1-18

Nettleton, S. and J. Watson. 1998. "The body in everyday life: An Introduction." in Sarah Nettleton and Jonathan Watson (eds.) *The Body in Everyday Life*.

Week 2 Phenomenology and the Body

Allen-Collinson, Jacquelyn and Owton, Helen (2015). Intense embodiment: senses of heat in women's running and boxing. *Body & Society*, 21(2) pp. 245–268.

Slateman, J and G. Widdershoven. 2010. Hand Transplants and Bodily Integrity. *Body & Society* 16(3): 69-92.

Week 3 Social construction of the Body

Almeling, R. (2007). Selling genes, selling gender: Egg agencies, sperm banks, and the medical market in genetic material. *American Sociological Review*, 72(3), 319-340.

Week 4 Discipline and the Body

Young, K., White, P., & McTeer, W. (1994). Body talk: Male athletes reflect on sport, injury, and pain. *Sociology of sport journal*, 11(2), 175-194.

Week 5 Racism and the Body

Margolis, B., & Piliavin, J. A. (1999). "Stacking" in Major League Baseball: A Multivariate Analysis. *Sociology of Sport Journal*, 16, 16-34.

Roberts, D. E. (1999). *Killing the black body: Race, reproduction, and the meaning of liberty*. Vintage Books.

Week 6 Gender and the Body

Haynes, K. (2012). Body beautiful? Gender, identity and the body in professional services firms. *Gender, Work & Organization*, 19(5), 489-507.

Dworkin, S. L. (2001). "Holding back": Negotiating a glass ceiling on women's muscular strength. *Sociological perspectives*, 44(3), 333-350.

Week 7 (Un)Desirable Bodies

Lawton, J. (1998). Contemporary hospice care: the sequestration of the unbounded body and 'dirty dying'. *Sociology of Health & Illness*, 20(2), 121-143.

Daddario, G. (1992). Swimming against the tide: Sports Illustrated's imagery of female athletes in a swimsuit world. *Women's Studies in Communication*, 15(1), 49-64.

Week 8 Body Modification

Irwin, K. (2001). Legitimizing the first tattoo: Moral passage through informal interaction. *Symbolic Interaction*, 24(1), 49-

Edmonds, A. (2009). Learning to love yourself: aesthetics, health, and therapeutics in Brazilian plastic surgery. *Ethnos*, 74(4), 465-489.

Week 9 Healthy Bodies

Atkinson, M. (2007). Playing with fire: Masculinity, health, and sports supplements. *Sociology of Sport Journal*, 24(2), 165-186.

Guta, A., Murray, S. J., & Gagnon, M. (2016). HIV, viral suppression and new technologies of surveillance and control. *Body & Society*, 22(2), 82-107. .

Week 10 Fit Bodies

Hutson, D. J. (2013). "Your body is your business card": Bodily capital and health authority in the fitness industry. *Social Science & Medicine*, 90, 63-71.

Monaghan, L. F. (2005). Big handsome men, bears and others: Virtual constructions of 'fat male embodiment'. *Body & Society*, 11(2), 81-111.

Week 11 Dis(abled) Bodies

Goffman, E. (2009). *Stigma: Notes on the management of spoiled identity*. Simon and Schuster. Chapters 1 and 2.

Davis, F. (2017). *Passage through crisis: Polio victims and their families*. Routledge.

Guthrie, S. R., & Castelnuovo, S. (2001). Disability management among women with physical impairments: The contribution of physical activity. *Sociology of Sport Journal*, 18(1), 5- 20.

Week 12 Techno Bodies

Daroya, E. (2017). Erotic Capital and the Psychic Life of Racism on Grindr. *The Psychic Life of Racism in Gay Men's Communities*, 67.

Balsamo, A. (1995). Forms of technological embodiment: Reading the body in contemporary culture. *Body & Society*, 1(3-4), 215-237.

Preciado, Testo Junkie (selection).

Week 13 Simulacra and the Body

Duggan, S. J., & McCreary, D. R. (2004). Body image, eating disorders, and the drive for muscularity in gay and heterosexual men: The influence of media images. *Journal of homosexuality*, 47(3-4), 45-58.

Dworkin, S. L., & Wachs, F. L. (2009). *Body panic: Gender, health, and the selling of fitness*. NYU Press.

Week 14 Commodified Bodies

Gruys, K. (2012). Does this make me look fat? Aesthetic labor and fat talk as emotional labor in a women's plus-size clothing store. *Social Problems*, 59(4), 481-500.

Williams, C. L., & Connell, C. (2010). "Looking good and sounding right" aesthetic labor and social inequality in the retail industry. *Work and Occupations*, 37(3), 349-377.

Week 15 Pain and the Body

Pringle, R., & Markula, P. (2005). No pain is sane after all: A Foucauldian analysis of masculinities and men's rugby experiences of fear, pain, and pleasure. *Sociology of sport*

journal, 22(4), 472-497,

Young, K., McTeer, W., & White, P. (1994). Body talk: male athletes reflect on sport, injury, and pain. *Sociology of sport journal*, 11(2), 175-194.

Week 16 Biopolitics and the State

C. Riley Snorton and Jin Haritaworn, "Trans Necropolitics: A Transnational Reflection on Violence, Death, and the Trans of Color Afterlife."

Wright, M. 2011. "Necropolitics, Narcopolitics, and Femicide: Gendered Violence on the Mexico-U.S. Border," in *Signs*.