

## Modified Bodies

**Office:** A large, sunny studio with lots of couches and coffee tables and a massage table.

**Class Meetings:** M/W from 9:30 to 11 am

**Office Hours:** T/Th mornings 9-11, F afternoon “walking conferences” (meaning we go on a walk in the park and talk about it).

### **Course Description:**

This course will employ a critical, sociological lens to examine several common forms of modifications to the human body. Bodies are the material point of connection between our inner selves and the world. Our bodies are the covers encasing our own personal narrative and they are the text, itself. Most of us automatically read and project assumptions of others’ histories and lives by reading bodies and corporal modes of self-expression. We also self-identify, express and celebrate our bodies by undergoing electing certain intentional modifications. In this course, we will learn to read the human body, in particular, those bodies which have sustained some form of modification, as texts that can tell us about our social histories and present realities.

We will analyze the (intentionally broad) term, “modified”. As a course that promotes consciousness of our embodiment, we will explore what it means to *be embodied beings intellectually* studying bodies. We will examine specific contemporary forms of bodily modifications, such as cosmetic surgery, eating disorders, body-building, “reconstructive” genital surgeries, tattooing, and piercing. We will deconstruct concepts of choice, freedom, right, and agency. We will explore modes of self-expression and self- and group-identification. We will explore some historical oppressions and restrictions bodies have endured, and manifestations of body oppression in our contemporary, globalizing world. We will explore fields of critical theory that employ strategic essentialism to make our intersectional framework manageable, particularly *feminist* theory. Recognizing our own investment in our communities and world, we will explore methods of transcending our theoretical context and cognitive processes to deploy our learning in our real and embodied, lives.

### **Course Objectives:**

- To analyze themes in body modifications as indicative (or symptomatic) of larger (often covert) social attitudes, histories and practices: to view the human body as a political text for the purpose of sociological investigation
- To develop the reasoning skills to critically read, deconstruct, and apply popular culture messages, rhetoric, and academic, theoretical, and scholarly thought
- To develop an intersectional, transnational, historical and self-reflexive paradigm for all our critical thought
- To develop a personal concept of praxis
- To endeavor to interact with our world conscious of our and others’ embodiment
- To recognize the limitations of classroom, theoretical learning and to respond to this by connecting to our course materials through our real-world experiences (and vice versa).

**Dis/Different Ability Statement:** The Disability and Learning Services Office strives to facilitate reasonable accommodations for those students with a qualifying disability or temporary medical condition and to provide academic assistance on an individual basis to any undergraduate or graduate student who requests it. Any student who requires these accommodations should contact the Disability and Learning Services Office directly at 503-370-6471. If there are any accommodations that you foresee being necessary for any of the class assignments, we will do our utmost to provide them upon your request. Assignments may be changed or modified with instructor’s approval to accommodate student’s dis/different abilities.

**Academic Integrity:** Cite your sources. Cheating, deception, and fraud have serious consequences. Be fair to the course and facilitator, your peers, and yourself. Learn as much as

you can—this is your course and your money. You will get out of this course what you put into it. The most important “end product” you will obtain in this course is a deepened investment in your own learning process.

### ***Challenging yourself, your peers, and the facilitator: Evaluations***

- *Challenging Yourself:* You will *evaluate yourself* on your attendance, your preparedness, your engagement, and how much you have challenged yourself in this course in mid- and end-of-semester evaluations. If your self-grading is *not* consistent with my perceptions, I will invite you to have a conversation with me about how we might collaborate to better enable you to engage in the course or where my perceptions are failing to recognize your effort and investment.
- *Challenging Your Peers:* Mutual accountability is important for this course to function because it relies upon discussion and there will be several group assignments. At two points throughout the semester, I will ask you to evaluate and comment on the class dynamics. There will also be opportunity for class discussion to respond to the evaluations.
- *Challenging the facilitator:* As the facilitator of class discussion and the assigner of activities, it's my job to challenge you. It is your job to show me where you are so that I can challenge you with reasonable expectations. I also rely on you to give me feedback so that I can improve facilitation and foster a better learning-positive environment. At two points throughout the semester, I will ask you to evaluate and comment on my instruction. There will be opportunity for class discussion and individual meetings to discuss the evaluations.

Please note that these structured evaluations are not designed to limit your opportunities to critique yourself as a learner, the class, or the facilitator. Your feedback is always welcomed and all course participants should endeavor to respond to evaluations (for class changes, this will be enacted using a consensus-model).

### ***Punctuality & Attendance:***

Every day you are over 5 minutes late to class, you will be required to give a short presentation of one of the authors of our course-readings at the next class (with a picture, if possible).

The purpose of this exercise is to

- a) increase student accountability
- b) to *embody* the authors of our effectively *unembodied* textual sources
- c) to learn about how thinkers come to write material, their backgrounds and how

this may have informed their work, and their present context.

You will earn attendance points (10 pts) for each class you attend. Your participation score is made up of attendance and your course engagement (tbd by 'self-evaluation' and facilitator comments).

Please clear absences with me within a week of the absence. If the absence is not cleared, it will be counted as unexcused. You are allowed 3 unexcused absences. After that, be aware that you will lose 15 points for each additional absence.

### ***Classroom Etiquette:***

Listen actively, engage in class discussion, put as much into class assignments as you are able, choose to challenge yourself to think more deeply, venture out of your comfort-zone, utilize the resource of a classroom and your classmates to reflect and learn, be honest, respect your peers (and facilitator), respect yourself, be patient with yourself and your learning process, balance self-trust with self-critique. Food, stretching, *subtle* forms of celebrating embodiment during class are highly encouraged (as long as learning is not overly disrupted.)

### ***Class Preparedness:***

- Weekly reading. Come prepared with questions or concepts from the reading you wish to discuss.
- Weekly WISE Posting:
  - Observations of Embodiment OR
  - Media Watch

Explanation: as we start to read human bodies as political texts, we will observe media, messages, and our own observation with a critical lens informed by course material. Please write about a paragraph about an observation that called to mind a concept of our course, or critique an advertisement or media story employing our course material.
- Presence on day of presentation:
  - Emergencies excluded, your presentation date is fixed. You must attend class and present on the date you are scheduled. Please notify me of foreseeable conflicts in advance.

### **Assignment Punctuality:**

All assignments will be due at 9 o'clock p.m. on Friday. Please communicate with me if you will need more time to complete an assignment. After 9 pm on Friday, the assignment will lost 15 points for every day it is late.

### **Assignments:**

One semester-long research study with a paper and presentation; one fiction-text critique and creative presentation; one collaborative applied learning activity (activism) and short write-up; one final paper (Autobiography of Embodiment).

### **1. Research Study/Ethnography: Paper and Presentations**

Choose an area of modified embodiment that you could plausibly encounter in your daily life (i.e. bodies on the pill, tanned bodies, weight-training bodies, pierced or tattooed bodies, dieting bodies, vegan bodies, bodies with cosmetic procedures, straightened or permed hair, manicures, whitened teeth, cosmetic surgery, shaving, etc...) and conduct a study by interviewing participants and holding focus groups. The purpose is to understand...

- a) reasons and motivations for the modifications
- b) participants' beliefs about their particular modification—i.e. are they proud of it? did they elect it? would they recommend it to others?
- c) how they came to choose or to not choose their modification
- d) how it has affected or defined their identity
- e) explore media-framing and personal implications
- f) apply course material to "real world" observations

You will document your findings using tape-recorders and/or written notes and write a research paper in which you analyze your findings. You are required to apply scholarship on the particular modification you are researching and relevant scholarship on the identities you encounter. You must cite at least 3 external sources. You must also explore media framing of your researched modification. You may cite primary sources (such as advertisements) in your critique, if appropriate.

*More instruction on this project to come. This assignment will include a proposal, an IRB application, a literature review, an interviewing schedule, and a final paper and presentation. You will have 12-13 weeks to complete this project.*

### **5. Critique of fiction text**

Choose a fictional text that portrays bodies in some way that is relevant to the course. Examples of fictional texts are: a short story, novel, piece of artwork, song, or poem, a play, a film (a clip or short films are acceptable). You will be required to write a 2-page critique of this text applying at least 1 external scholarly source. You will present your critique in class. You are encouraged to present in a creative fashion (i.e. with a visual aid, a musical performance, or skit.) This may be an *individual* or a *group* project. The criteria for individual and group projects will vary slightly (i.e. the required length for a group-produced paper is 4 pages, and the length of the presentation must be longer than for the individual projects). *Details of criteria to come.*

### **3. Applied learning activity (activism) and write-up: Collaborative Activity**

Designed to be an exercise in “praxis” learning, you may choose an applied learning activity to perform any time throughout the semester. You must submit a minimum 1-pg write-up of your applied action, in which you must indicate at least 1 “inspiring source” from our course material—and tell me why it was inspiring to you.

You are welcome to choose from these ideas, use them as guidelines, or reject them altogether:

1. Write Letter to the Editor/Editorial (of course-related content)
2. Hold a campus conversation or program
3. Coordinate a lecture or film screening
4. Anything more ambitious than a just purchasing choice and less ambitious than illegal activity (at least, I can't know about it—so you can't write it up to get credit).

### **2. Final Paper: Autobiography of Embodiment**

You will write a Biography of Your Body to include your body's history and the modifications it/you has sustained/chosen. You are invited to deeply explore your relationship to your body (and how your body-self relationship has evolved over time). You must apply at least 3 external sources in your analysis of your body's history. You may choose sources from the course or find sources that are relevant to the content of your individual paper.

(Note: “External sources”, in this case, can be defined flexibly. For example, you may cite a film or advertisement that holds significance in your personal history of embodiment. Come talk to me if you have doubts about the validity of a source, i.e. if it is a personal correspondence, a conversation you once had, etc.) You will be welcome to share your paper and your experience writing it with the class at our end-of-semester party.

#### **Score Criteria:**

1. Attendance and engagement: 280 points possible
2. Assignments:
  - Research Study: 150 points possible
  - Fiction-text critique and presentation: 50 points possible
  - Applied learning activity: 50 points possible
  - Autobiography assignment: 100 points possible
3. Postings: 10 pts per posting, 140 pts total possible
4. Participation in Evaluations: six 5-point evaluations=30 points possible

#### **Total points possible for course score: 520**

Unfortunately, I have to give you a grade so that you can have a transcript that represents your ability to conform to the standards of our education system so that you can be deemed capable of conforming (aka “succeeding”) within some future job or other educational institution. If you dislike grades, think of your grade as a personal scoring tool to track your course-investment and to motivate yourself to engage fully in every portion of the course. You might also view your grade as a certificate of the effort you have invested in your learning journey.

#### **Grading Scale:**

420-520...A  
320-420...B  
220-320...C  
120-220...D  
0-120...F

I will supply you with the expectations for quality (high-scoring) work for each assignment throughout the semester.

### **COURSE SCHEDULE:**

**Note: "\*" denotes required reading for class discussion.**  
Non-required reading (without "\*") is optional and encouraged.

## **UNIT I**

- **Week 1**

Developing our lens & setting classroom expectations

- a. Acknowledging our individual and collective limitations, our experiences, opinions, investments, perspectives, and epistemology
- b. Introduction to an intersectional frame of reference for Body Studies
- c. Recognition of the activism/theory relationship in this socially-invested discipline
- d. Speaking of embodiment...we are bodies studying bodies...potential for objectification?
- e. ground rules for discussion, construction of classroom environment

\*"Building feminist praxis out of feminist pedagogy: The importance of students' perspectives" by Bignell, Kelly Coate, *Women's Studies International Forum*; May/Jun96, Vol. 19 Issue 3, p315, 11p

\*"Talking the talk and walking the walk: Ethical pedagogy in the multicultural classroom" by Hogue, Cynthia & Parker, Kim, *Feminist Teacher*; 1998, Vol. 12 Issue 2, p89, 18p

Pedagogy and the politics of the Body: A Critical Praxis. (book review). Kanpol, Barry, *Educational Studies*; Winter2000, Vol. 31 Issue 4, p432, 2p

\*Ch 2: The Body and Knowledge, Towards Relational Understanding

Ch 3: Towards a Postmodern Pedagogy of the Body

\*Ch 4: Re-Membering the Body in Critical Pedagogy

\*Ch 7: Towards a Critical Pedagogy of the Body

\*The Politics of Women's Bodies: Sexuality, Appearance, and Behavior. Edited by Rose Weitz. Oxford U Press, NY, 1998. : 25. Foucault, Femininity, and the Modernization of Patriarchal Power, Sandra Lee Bartkey

"Toward a social pedagogy of classroom group work" by Blatchford, Peter, Kutnick, Peter, Baines, Ed., Galton, Maurice. *International Journal of Educational Research*; 2003, Vol. 39 Issue 1/2, p153, 20p

"Turning Experiential Education and Critical Pedagogy Theory into Praxis" by Breunig, Mary. *Journal of Experiential Education*; 2005, Vol. 28 Issue 2, p106-122, 17p

Body/embodyment: symbolic interaction and sociology of the body. edited by Dennis Waskul and Phillip Vannini. Aldershot, England; Burlington, VT: Ashgate, 2006.

Building bodily boundaries: embodied enactment and experience (Spencer E chill)

Read the Introduction to: Bordo, Susan. *Unbearable Weight: Feminism, Western Culture and the Body*. University of California Press, 1993.

Read Introduction to: Kirby, Vicki. *Telling Flesh: The Substance of the Corporeal*. Routledge, 1997.

## **UNIT II:**

**Modified Features, Mutilated Features:** Cosmetic surgery, procedures and treatments: features, hair, skin, nails, teeth

- **Week 2 & 3**

\*"Women and Medicalization: A New Perspective" by Catherine Kohler Riessman, p. 46 from *The Politics of Women's Bodies: Sexuality, Appearance, and Behavior*, edited by Rose Weitz. Oxford University Press, NY, 1998.

\*Introduction to: *Cinderella's Sisters: a revisionist history of foot binding* by Dorothy Ko.

\*"If Shoe Won't Fit, Fix the Foot? Popular Surgery Raises Concern" by Gardiner Harris, Sunday, December 7, 2003. <http://www.nytimes.com/2003/12/07/us/if-shoe-won-t-fit-fix-the-foot-popular-surgery-raises-concern.html>

Foot-Binding Heels by Stacie Zollen.  
<http://www.ecclectica.ca/issues/2006/1/index.asp?Article=21>

\*Media Review: "Changing Faces" by Lisa Takeuchi Cullen, TIME, Monday July 29, 2002.

From *The Politics of Women's Bodies: Sexuality, Appearance, and Behavior*. Edited by Rose Weitz. Oxford U Press, NY, 1998.

\*"Women and the Knife: Cosmetic Surgery and the Colonization of Women's Bodies" by Kathryn Pauly Morgan, p. 147.

\*"Medicalization of Racial Features: Asian-American Women and Cosmetic Surgery" by Eugenia Kaw, p. 167

From *Making the Body Beautiful: A cultural history of aesthetic surgery* by Sander L. Gilman  
Princeton University Press. New Jersey, 1999.

Chapter 3 sections: The Racial Nose, The Jewish Nose, Irish Noses, "Oriental" Noses—and eyes, \*Black into White

Chapter 5 sections: Noses at War, Patriotic Noses and Weimar Surgery

Chapter 6 sections: Assimilation in the Promised Lands, Helping Jews Become Americans

Chapter 7 sections: After the Nose, Erotic Bodies, \*Buttocks Have Meaning, Big Breasts and Bellies, \*Small Breasts=No Breasts?

\*Chapter 8: The Wrong Body, Men with Breasts

Chapter 9 sections: Dreams of Youth and Beauty, Beauty and Age, Post-Aesthetic Bodies

From *The Politics of Women's Bodies: Sexuality, Appearance, and Behavior*. Edited by Rose Weitz. Oxford U Press, NY, 1998.

"Jane Fonda, Barbara Bush, and Other Aging Bodies: femininity and the Limits of resistance" by Myra Dinnerstein and Rose Weitz, p. 189

\* "Masks of masculinity: Surpassing narratives and cosmetic surgery" by Michael Atkinson from *Body/embodiment: symbolic interaction and sociology of the body*, edited by Dennis Waskul and Phillip Vannini. Aldershot, England; Burlington, VT: Ashgate, 2006.

*The Politics of Women's Bodies: Sexuality, Appearance, and Behavior*. Edited by Rose Weitz. Oxford U Press, NY, 1998.

\*"Breasted Experience: the Look and the Feeling by Iris Marion Young, p. 125.

"Perfect People: Cancer Charities" by Sharon Batt, 137

#### • Week 4:

\*Introduction to *Hair raising: beauty, culture, and African American women* (Noliwe M. Rooks) New Brunswick, N.J.: Rutgers U Press, 1996. May be accessed electronically at <http://exprozy.willamette.edu/login?url=http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=21115>.

\*From *Many Mirrors: Body Image and Social Relations*, edited by Nicole Sault, Rutgers U Press, New Brunswick, New Jersey.

"Makeup in Everyday Life: An Inquiry into the Practices of Urban American Women of Diverse Backgrounds" by Natalie Beausoleil, p. 33.

\*"Making a Better Me? Pure. White. Flawless", p. 79 from *Is Lighter Better?: skin-tone discrimination among Asian Americans*. Joanne L Rondilla & Paul Spickard. Lanham: Rowman and Littlefield Publishers, 2007.

*Style and Status: Selling Beauty to African American Women, 1920-1975.* By Susanna Walker. U Press of Kentucky, 2007.

"Why Hair is Political" (Ch 1), "Beauty Services Offered from Head to Toe: Promoting Beauty to African American Women in the 1940s, 1950s" (P. 115), "All Hair is Good Hair: Integrating Beauty in the 1960s and 1970s." (p. 143).

*Idea for further investigation: sun tanning, history of "tan aesthetic", wealth and class*

### **UNIT III: Sized and Shaped Bodies**

- **Week 5 & 6: Weight**

\*Selections from Brumberg, Joan Jacobs. *The Body Project: an intimate history of American girls*. Random House Inc., New York, 1997

- *Think about fashions and trends in female body shape from corseting to dieting and how fashion has dictated the shapes of women's bodies...*

\*Women and Size: Sociologists for Women in Society Fact Sheet by Samantha Kwan and Jennifer Fackler, University of Houston, April 2008.

\*"Power Suffering" by Jennifer Egan from the New York Times Magazine, May 16, 1999.

\*Introduction to: *Shall She Famish Then: Female Food Refusal in Early Modern England* by Nancy Gutierrez, Ashgate, 2003.

\* "On being a fat black girl in a fat-hating culture" by Margaret K. Bass, from *Recovering the Black female body: self-representations by African American women* edited by Michael Bennett and Vanessa D. Dickerson.

\*"Eating the black body: interracial desire, food, food metaphor and white fear" by Erica Owens and Bronwyn Beistle, from *Body/embodiment: symbolic interaction and sociology of the body*, edited by Dennis Waskul and Phillip Vannini. Aldershot, England; Burlington, VT: Ashgate, 2006.

\*Susan Bordo, "Reading the Male Body," in *The Male Body*. Ed. L. Goldstein. (University of Michigan Press, 1994).

\*"Consuming Manhood: The Feminization of American Culture and the Restriction of the Male Body 1832-1920" by Michael S. Kimmel. *The Male Body*, University of Michigan Press, 1994.

Thinner: The Male Battle With Anorexia, by Erica Goode (The New York Times, June 25, 2000)

Susan Bordo: "Reading the Slender Body," in *Body/Politics: Women and the Discourse of Science*. Ed. Mary Jacobus, Evelyn Fox Keller, and Sally Shuttleworth. (Routledge, 1989).

Kadi, Joanna, ed. *Food for Our Grandmothers: Writing by Arab-American and Arab-Canadian Feminists*. Boston: South End Press, 1994.

"Fat Talk: Body Image among Adolescent Girls" by Mimi Nichter and Nancy Vuckovic, p. 109 from *Many Mirrors: Body Image and Social Relations*, edited by Nicole Sault, Rutgers U Press, New Brunswick, New Jersey, 1994.

Selections from: Gordan, Richard. *Eating Disorders: Anatomy of a social epidemic*. Blackwell Publishers Inc., Massachusettes. Second addition, 2000.

"The Dancer's Life, Existence and Transformation" from *Embodied Practices: Feminist Perspectives on the Body*, Davis, Kathy, ed. Sage Publications, 1997.

- **Week 7: Built Bodies, Sporting Bodies**

From *Many Mirrors: Body Image and Social Relations*. Edited by Nicole Sault, Rutgers U Press, New Brunswick, New Jersey, 1994.

\*"The Cultural Anatomy of Competitive Women's Bodybuilding"  
by Alan M. Klein, p. 76

\*Blais, Madeleine. *In These Girls Hope is a Muscle*. Warner Books, 1995.

\*"From the "Muscle Moll" to the "Butch" Ballplayer: Mannishness, Lesbianism, and Homophobia in U.S. Women's Sports" by Susan K. Cahn, p. 67 from *The Politics of Women's Bodies: Sexuality, Appearance, and Behavior*. Edited by Rose Weitz. Oxford U Press, NY, 1998.

\*"Tough Guise" film by Jackson Katz (we will watch in class)

"Professional female football players: tackling like a girl?" by Joseph Kotarba and Mat Held

Selections from: *Feminism and Sporting Bodies: Essays on Theory and Practice* by Ann Hall, Human Kinetics, 1996.

Selections from: Heywood, Leslie. *Bodymakers: A Cultural Anatomy of Women's Body Building*. Rutgers University Press, 1997.

*Topics for further individual exploration:*

- Fat as (imposed) modification? American nutrition and national obesity as artificial indicator of a eating disorder?
- beauty pageants
- celebrity culture on display: 80s fitness trends, today's fitness and diet industry

#### **UNIT IV: Construction of categories—gender & (dis)ability**

- **Week 8**

\*"The Social Construction of Disability" From *The Rejected Body: Feminist Philosophical Reflections on Disability* by Susan Wendell, Routledge New York/London.

\*"Integrating Disability, Transforming Feminist Theory" (2001) by Rosemarie Garland-Thomson, p. 575 from *A Feminist Theory Reader*, Wendy K Kolar, Frances Bartkowski, eds.

\*"Body armor: managing disability and the precariousness of the territories of the self" by Carol Brooks Gardner and William P Gronfein from *Body/embodiment: symbolic interaction and sociology of the body* edited by Dennis Waskul and Phillip Vannini. Aldershot, England; Burlington, VT: Ashgate, 2006.

\**Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature* by Rosemarie Garland-Thomson, Columbia U Press, NY.

"Who Should and Who Should Not Inhabit the World?". *The Politics of Women's Biology* by Ruth Hubbard. Rutgers University Press, New Brunswick and London.

Introduction to: *Disability, Sports, and Society* by Nigel Thomas and Andy Smith. Routledge Taylor and Francis group London and New York, 2009.

Selections from: Browne, Connors, and Stern, ed. *With the Power of Each Breath: A Disabled Women's Anthology*. Cleis Press, 1985.

"Reflections of the body, images of self": visibility and invisibility in chronic illness and disability" by Kathy Charmaz and Dana Rosenfeld from *Body/embodiment: symbolic interaction and sociology of the body* edited by Dennis Waskul and Phillip Vannini. Aldershot, England; Burlington, VT: Ashgate, 2006.

- **Week 9**

\*"'Cultural Practice' or 'Reconstructive Surgery?' U.S. Genital Cutting, the Intersex Movement, and Medical Double Standards" by Cheryl Chase from *Genital Cutting and Transnational*

*Sisterhood: Disputing U.S. Polemics* edited by Stanlie M. James and Claire C. Robertson, University of Illinois Press, Urbana and Chicago, 2002.

\*Judith Halberstam, "Transgender Butch: Butch/FTM Border Wars and the Masculine Continuum" (*Female Masculinity*, 1998), p. 550 from *Feminist Theory Reader* edited by Wendy K Kolmar and Frances Bartkowski.

\*Judith Lorber, *Believing Is Seeing: Biology as Ideology*, from *Paradoxes of Gender* (Yale U Press, New Haven and London)

\*"Outcast Mothers and Surrogates; racism and Reproductive Politics in the Nineties" by Angela Davis (1991), p. 509 from *Feminist Theory Reader* (Wendy K Kolmar, Frances Bartkowski).

"Feminism and the Subversion of Identity" by Judith Butler, From *Gender Trouble* (1990). p. 496 from *Feminist Theory Reader* edited by Wendy K Kolar and Frances Bartkowski.

"The Body and the Preproduction of Gender: A Feminist Appropriation of Foucault" by Susan Bordo, from *Gender/Body/Knowledge: Feminist Reconstructions of Being and Knowing* edited by Alison Jaggar and Susan Bordo. Rutgers University Press, 1989.

*Fiction text idea: "They Beat the Girl out of My Boy" from The Vagina Monologues by Eve Ensler.*

- **Week 10: Presentations of Fiction Assignment Presentations**

## **UNIT V: Resistance, Empowering Identification, Agency, and Activism**

- **Week 11:**

**Monday:** Body as Canvas & Body Art

\* "Bodies of Change: A Comparative Analysis of Media Representations of Body Modification Practices." Josh Adams, State U of NY, Fredonia. *Sociological Perspectives*, Vol. 52, Issue 1, pp. 103-129, 2009.

\*"The Body Tamed: Tying and Tattooing among the Rashaayda Bedouin" by William C. Young p. 58 from *Many Mirrors: Body Image and Social Relations* edited by Nicole Sault. Rutgers University Press, New Brunswick, New Jersey, 1994.

\*"My Body as Art: cosmetic surgery as feminist utopia" by Kathy Davis from *Embodied Practices: Feminist Perspectives on the Body*, Kathy Davis (ed.)

\**Gendering Disability*, Rosemarie Garland-Thomson, p. 83-85 (re: Matushka and breast cancer)

*Concepts to process...*

*Histories and cultural meanings of body marking/modification (i.e. tattooing and piercing).*

*Appropriative cultural prostitution or redefinition and empowering group identification?*

*Ideas for further investigation: Matushka and breast cancer activism*

**Wednesday:** Presentations of research projects/ethnographies

- **Week 12:**

**Monday:** Activism, Representation, and Identity

\*Fat Liberation Manifesto and other works by Judy Freespirit and Aldebaran, November 1973, Published by the Fat Underground

\*"All Hair is Good Hair": Integrating Beauty in the 1960s and 1970s, p. 143 from *Style and Status: Selling Beauty to African American Women, 1920-1975* by Susanna Walker. University Press of Kentucky, 2007.

\*Selections from Castelnovo, Shirley and Sharon R. Guthrie. *Feminism and the Female Body: Liberating the Amazon Within*. Boulder: Lynne Rienner Publishers, 1998.

\*"Body ekstasis: socio-semiotic reflections on surpassing the dualism of body-image" by Phillip Vannini and Dennis D. Waskul, from *Body/embodiment: symbolic interaction and sociology of the body*, edited by Dennis Waskul and Phillip Vannini. Aldershot, England; Burlington, VT: Ashgate, 2006.

\*Media: View "Dove Campaign" film clips (we will view in class)

"The Sweetness of Fat: Health, Procreation, and Sociability in Rural Jamaica" by Elisa J Sobo, p. 132 from *Many Mirrors: Body Image and Social Relations*, edited by Nicole Sault, Rutgers U Press, New Brunswick, New Jersey, 1994.

"The Fit and Healthy Body: consumer narratives and the management of postmodern corporeity" by Charles Edgley  
Conclusion of *Gender/Body/Knowledge: Feminist Reconstructions of Being and Knowing*, Bordo, Susan and Alison Jaggar, eds. Rutgers University Press, 1989.

Conclusion to *Remaking the Female Body* by Davis, Kathy. 1995.

**Wednesday:** Presentations of research projects/ethnographies

- **Week 13:**

**Monday:** Peer-review of Autobiographies of Embodiment

*(Please note: you will choose the peer who reads your autobiography. If you are uncomfortable with sharing it with a classmate, please let me know and I will review your draft.)*

**Wednesday:** presentations of research projects/ethnographies

- **Week 14:**

**Monday:** All-class group activity: create a course-map reviewing the semester and linking the concepts in a creative way, course evaluations

**Wednesday (class will be held in the late afternoon!!!):** Party & massages from a masseuse (woohooo!!!) and optional presentations of Body Autobiographies

**ADDITIONAL RESOURCES AND READING...you may check these out as you look for more sources for your research and assignments...**

The Politics of Women's Bodies: Sexuality, Appearance, and Behavior. Edited by Rose Weitz. Oxford U Press, NY, 1998.

p 82. Menarche and the (Hetero)sexuality of the Female Body (Janet Lee)

p 100: Young Women and their Dream Lovers: Sexuality in Adolescent Fiction (Linda K Christian-Smith)

Body/embodyment: symbolic interaction and sociology of the body. edited by Dennis Waskul and Phillip Vannini. Aldershot, England; Burlington, VT: Ashgate, 2006.

The addict's body: embodiment, drug use, and representation (Richard Huggins)

Body/embodyment: symbolic interaction and sociology of the body. edited by Dennis Waskul and Phillip Vannini. Aldershot, England; Burlington, VT: Ashgate, 2006.

Claiming the bodies of exotic dancers: the problematic discourse of commodification. Carol Rambo, Sara Renée Presley, Don Mynatt)

more on cosmetic foot surgery: <http://www.geocities.com/jjleganeur/cossurg.html>

The pregnant/birthing body: negotiations of personal autonomy by Rachel Westfall

Manno, Karen. Service: four one0act plays, N: S. French, 2000

The spiritual pursuit of cosmetic surgery—Domestic blitz—Over-eating, and the disappearing nanny syndrome—With a side of Sabotage.

Ussher, Jane, ed. *Body Talk: The Material and Discursive Regulation of Sexuality, madness and Reproduction*. NY: Routledge, 1997. Wilson and Laennec, ed. *Bodily Discursions: Gender, Representations, Technologies*.

Susan Bordo: "Can a Woman Harass A Man? Toward a Cultural Understanding of Bodies and Power." *Philosophy Today* 41 (Spring 1997): 51-66.

Rutgers U Press, New Brunswick, New Jersey Many Mirrors: Body Image and Social Relations. Edited by Nicole Sault:

Introduction: The Human Mirror by Nicole Sault

Grosz, Elizabeth. *Space, Time and Perversion. Essays on the Politics of Bodies*. Routledge, New York; and Allen and Unwin, Sydney, 1995.

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