

**Carleton University — Pauline Jewett Institute of
Women's and Gender Studies
WGST 2803 A – Body Matters
Winter 2018
Dr. Gananatha Subrahmanyam**

Time:	Tuesday 4:05 p.m. – 5:55 p.m.
Location:	Southam Hall 416 Lecture Hall
Office:	Dunton Tower 1423 (613-520-2600 x8156)
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Office hours:	Tuesday 3:00 p.m. – 4:00 p.m. or by appt.

***Preliminary course outline-subject to change**

Course Description:

In this course, we will explore recent debates in feminist studies in terms of the body and embodiment. We will examine the globalization of ways of seeing and conceiving of the body in various cultural, economic, political, and social contexts, including bodies as sites for the disruption of norms of sex, gender, race, class, ability, and sexuality and for embodied resistance. In particular, we will begin to reflect critically upon what it means to “have” a body in today’s context of globalization and neoliberalism, as well as the implications for bodies that “matter.” We will ask: why do some bodies matter more than others, and how and why are still other bodies regarded as threats to the health of the “national body.”

Course Objectives:

- Engage critically with contemporary approaches to and debates around the study of the body and its intersections with gender, sexuality, race, class and other categories of identity.
- Develop an understanding of the influence of historical, political, social factors on the body and embodiment.
- Improve our critical thinking, research, analytical, and communications skills.

Course-Related Texts and Readings:

There are **no** required textbooks for this course.

All mandatory readings are available online through the MacOdrum library website (See *Library Reserves* on cuLearn). Some books are also available at the library reserves desk. Where articles are available on other websites, web links have been indicated. See **Course Schedule and Mandatory Readings** below.

Format:

The course comprises a two-hour weekly lecture/seminar and a one-hour tutorial group meeting. I use mixed teaching methods including lectures, presentations on theory, group activities, discussions, case studies and various media (video clips, documentaries, news items) from Canada and abroad.

During lectures, I expect questions from students and will frequently pose questions to those in attendance. I encourage active participation and debate where appropriate. Moreover, you are expected to participate very actively in your weekly tutorial group. Regular attendance and participation is mandatory. See **Class Participation** below.

Copyright and Information Sharing:

All materials for this course (including lectures, presentations, posted notes, case studies, assignments and exams), whether created by the professor, the teaching assistant, or students, remain the intellectual property of the author(s). Course materials are intended for **your personal use only** and may not be reproduced or redistributed without prior written consent of the author(s). This means that it is prohibited to record, copy, post or share my course materials through any means, including the Internet, without my written authorization – to do so is to violate copyright law.

COURSE SCHEDULE AND MANDATORY READINGS

Week 1: January 9, 2018

Introduction I: Theory/History of the Body

- Introductions
- Course overview
- Expectations and requirements
- Assignments
- Foundational concepts

Kosut, Mary and Lisa Jean Moore. "Introduction: Not Just a Reflexive Reflex: Flesh and Bone in the Social Sciences." In *The Body Reader: Essential Social and Cultural Readings*, 3-21 (Notes 21-26). New York: New York University Press, 2010.

Shilling, Chris. "The Body in Sociology," Claudia Malacrida and Jacqueline Low, Eds. *Sociology of the Body: A Reader* (Toronto: Oxford University Press, 2008). 7-13.

Watch: TBD

Week 2: January 16

Introduction II: Political Historiography of the Body

Bordo, Susan R. "The Body and the Reproduction of Femininity: A Feminist Appropriation of Foucault." In *Gender/Body/Knowledge*, edited by Alison M. Jaggar and Susan R. Bordo. New Brunswick, NJ: Rutgers University Press, 1989, 13-33.

"Women's Bodies," in *Women's Realities, Women's Choices*, 3rd Edition. New York: Oxford University Press, 2005, 79-103.

Foucault, Michel. "The Political Investment of the Body," in *The Body: A Reader*, Mariam Fraser and Monica Greco, Eds. (New York: Routledge, 2005), 100-104.

Watch: TBD

Week 3: January 23

**Mapping Bodies: Colonization and
Racialization**

McClintock, Ann. "Soft-Soaping Empire: Commodity Racism and Imperial Advertising," in *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest* (New York: Routledge, 1995), 207-231.

Gilman, Sander. "The Hottentot and the Prostitute: Toward an Iconography of Female Sexuality," in *Black Venus 2010: They Called Her "Hottentot"* (Philadelphia: Temple University Press, 2010), 15-31.

Razack, Sherene. "Gendered Racial Violence and Spatialized Justice: The Murder of Pamela George."

Week 4: January 30

**Mapping Bodies: Capital and
Commodification**

Kathy Piess, "Masks and Faces," in *Hope in a Jar: The Making of America's Beauty Culture*, 9-36 (New York: Metropolitan Books, 1998).

Davis, Kathy. "'A Dubious Equality': Men, Women and Cosmetic Surgery." *Body and Society*, (8)1 (2002): 49-65.

JACKSON, Steven. "Globalization, Corporate Nationalism and Masculinity in Canada: Sport, Molson Beer Advertising and Consumer Citizenship." *Sport in Society*, 17,7 (2014): 901-916.

Watch:

Rogers, Lisa. *The Perfect Vagina*. Documentary Film. 58 mins. 2008.

Week 5: February 6

Embodiments: Bodies and Disability

Lennard J. Davis, "Visualizing the Disabled Body: The classical nude and the fragmented torso," in *The Body: A Reader*, Mariam Fraser and Monica Greco, eds. (New York: Routledge, 2005): 167-181.

Siebers, Tobin. "A Sexual Culture for Disabled People." In *Sex and Disability*, edited by Robert McRuer and Anna Mollow, Durham: Duke University Press, 2012, 37-53. Douglas Crimp,

“Portraits of People With AIDS,” in *The Body: A Reader*, Mariam Fraser and Monica Greco, eds. (New York: Routledge, 2005): 204-215.

Watch:

Rubin, Henry Alex and Dana Adam Shapiro. *Murder Ball*. Documentary Film. 88 min., 2005

Week 6: February 13

**Embodiments: Consuming Bodies
Too Skinny/Too Fat**

Russell, Constance, Erin Cameron, Teresa Socha, and Hannah McNinch. “‘Fatties Cause Global Warming’: Fat Pedagogy and Environmental Education.” *Canadian Journal of Environmental Education*, 18, (2013): 27-45.

Heyes, C. “Foucault Goes to Weight Watchers.” *Hypatia*, 21,2, (2006): 126-149.

Snider, Stefanie. “Fat Girls and Size Queens: Alternative Publications and the Visualizing of Fat and Queer Eroto-politics in Contemporary American Culture.” In *The Fat Studies Reader*, edited by Sondra Solovay and Esther D. Rothblum. New York: New York University Press, 2009, 223-230.

Media: TBD

Study Week:

No Classes: Happy Reading!

Week 7: February 27

Embodiments: Queer Bodies in Space

Stone, Amy L. “Flexible Queers, Serious Bodies: Transgender Inclusion in Queer Spaces.” *Journal of Homosexuality* 60, 12, (2013): 1647-1665.

Dwyer, Angela. (2008). Policing Queer Bodies: Focusing on Queer Embodiment in Policing Research as an Ethical Question. *Law and Justice Journal*, (8) 2. (2008): 414 - 428.

Swanson, Kerry. “The Noble Savage Was a Drag Queen: Hybridity and Transformation in Kent Monkman's Performance and Visual Art Interventions.” In *Queerly Canadian: An Introductory Reader in Sexuality Studies*. Maureen Fitzgerald and Scott Rayter, Eds. Toronto: Canadian Scholars Press, 2012. 565-576.

Media: TBD

Week 8: March 6

Embodiments: Bodies in Media and Technology

Duarte, Bárbara. "Entangled Agencies: New Individual Practices of Human-Technology Hybridism through Body Hacking." *NanoEthics* 8, 3 (2014): 275-285.

Winance, Myriam. "Trying Out the Wheelchair : The Mutual Shaping of People and Devices Through Adjustment." *Science, Technology, Human Values*, 31.1 (2006): 52-72.

Magnet, Shoshana Amielle. In *When Biometrics Fail: Gender, Race, and the Technology of Identity*. Durham: Duke University Press, 2011, 127-148.

Media: TBD

Week 9: March 13

Embodiments: Sporting Bodies

Miller, Shane Aaron. "'Just Look at her!': Sporting Bodies as Athletic Resistance and the Limits of Sport Norms in the Case of Caster Semenya." *Men and Masculinities*, Vol. 18, 3 (2015): 293-31

Bridel, William. "Not Fat, Not Skinny, Functional enough to Finish: Interrogating Constructions of Health in the Ironman Triathlon." *Leisure/Loisir* 37, 1 (2013): 37-56.

McGarry, Karen. Transnationalism, Canadian Identity, and the Performance of Femininity in Elite Canadian Figure Skating. *Women & Environments International Magazine*, (Fall 2005): 37-40.

Media: TBD

Week 10: March 20

Embodiments: Building Better Bodies?

Wieggers, Y. Male bodybuilding: The Social Construction of a Masculine Identity. *Journal of Popular Culture*, 32, 2 (1998): 147-161

Richardson, Niall. 2008. "Flex-Rated! Female Bodybuilding: Feminist Resistance or Erotic Spectacle?" *Journal of Gender Studies*, 17 (4): 289-301.

Richardson, Niall. "The Queer Activity of Extreme Male Bodybuilding: Gender Dissidence, Auto--Eroticism and Hysteria." *Social Semiotics*, 14, 1 (2004): 49-65.

Media: TBD

Week 11: March 27

Embodiments: Monstrous Bodies Bodies as Threats to the Nation

James Miller, "African Immigrant Damnation Syndrome: The Case of Charles Ssenyonga," *Sexuality Research and Social Policy: Journal of NSRC* 2.2 (June 2005): 31-50.

Balogh, Péter. "Queer Eye for the Private Eye: Homonationalism and the Regulation of Queer Difference in Anthony Bidulka's Russell Quant Mystery Series." In *Detecting Canada: Essays on Canadian Crime Fiction, Television, and Film*, edited by Jeannette Sloniowski and Marilyn Rose (Waterloo: Wilfrid Laurier University Press, 2014), 179-204.

Smith, Allison. (01/01/2014). Stories of Os: Transgender Women, Monstrous Bodies, and the Canadian Prison System. *Dalhousie Journal of Legal Studies*. (23). p.149.

Media: TBD

Week 12: April 3

Course Review and Take-home Exam

- Facilitated discussion of themes, concepts and works studied over the course of the term; exam review.
- Take-home exam posted.

STUDENT ASSIGNMENTS AND EVALUATION

Assignment	Due	Value
Class Participation	Each tutorial	10%
Journal/Diary Reflection (3 pages)	February 6	15%
Body Project Proposal (3 pages)	February 27	15%
Final Body Project/Analysis (8 pages)	March 27	30%
Take-home Exam	April 26	30%

Class Participation (10%):

Your active participation in tutorials is mandatory: you must complete the required readings each week and come to class prepared to contribute to the discussion. Marks for class participation are based on your performance in each tutorial:

- regular attendance (1 point)
- engagement in class discussions (1 point)
- quality of the interventions and demonstrated understanding of the readings (1 point)

You should use the tutorials to learn how to tie your comments and questions in to the weekly readings and cultural sites explored in the course.

Journal/Diary Reflection Paper (3 pages: 15%):

The purpose of this assignment is to get you thinking about 1) bodies, embodiment, and bodies that matter; 2) the topic for your body project; and, 3) how to become more actively engaged in class discussions and the research process well in advance of writing the term paper. This paper should be written from your own personal standpoint in the form of a journal or diary. It should demonstrate self-awareness and self-reflexivity as you engage critically with the concepts of the body and its intersections. While the paper will be in the form of a journal, you must nonetheless employ perfect grammar and spelling. This paper should be three pages long.

The topic for this paper is open but you should reflect on the course description, course objectives, and the readings and lectures and discussion thus far. What does the body mean to you? How important are gender, sex, ability, health and perfection to your understandings of proper/acceptable bodies? You might wish to choose a book, film, television show, sporting event, or any other cultural artifact and discuss it in journal format. **This paper is due in class Tuesday, February 6, 2018.**

Body Project/Analysis in Two Stages

1. Body Project Proposal (15%):

You will need to choose a theme, concept or cultural product around the body/bodies/embodiment that you will to investigate during the course. To do this, make sure to review the whole course outline: look for themes, topics and articles that interest you. You can choose any topic (concept, product or practice) as long as it relates *directly* to the course themes and readings, e.g. bodies that matter, racialized bodies, perfect bodies, disabled bodies, fat bodies, white bodies, monstrous bodies...

You will write up a project proposal and annotated bibliography. The proposal will be a 1-page thesis proposal in essay form that explains what product or practice you will analyze, why it is important, and how you will do the work. The annotated bibliography **must contain four scholarly sources, 2 of which must be from the course outline**. It must be 2 pages long. I will provide examples of annotated bibliographies in class. **The proposal (3 pages in total) is due in class on Tuesday, February 27, 2018.**

2. Final Body Project/Analysis (30%):

This paper is to be based on your body project proposal. As such, it must clearly relate to themes explored in this course. Therefore, you must demonstrate the links to the course clearly in your paper and use course readings to support your arguments. **You must use at least 4 articles from the course readings** as secondary sources for the research paper. We will discuss this paper further in class.

You should work on this paper gradually from the beginning of the term. When appropriate, please feel free to raise your research topic and related questions during our weekly tutorials; your colleagues could provide valuable input.

The term paper should be 8 pages long and be clearly and concisely written. It must include a succinct statement about your topic, a thesis, an organized exploration of your arguments and related themes, and a logical conclusion. You may use the first person in your paper, and include relevant lived experience to support your arguments, but you may not express unsubstantiated opinions. **The term paper is due in class on Tuesday, March 27, 2018.**

Take-Home Exam (30%):

The last assignment for this course is a take-home exam. I will hand it out at the end of our last class. You will be asked to reflect on a number of short-essay questions and write a response to each referring to the readings covered in the course. You will not be asked to use outside sources for this assignment: you need only refer to the course readings. Moreover, you will be asked to make links across the weekly readings, not to summarize or synthesize a specific reading. You may also draw upon personal reflections and lived experience if this supports your answer to the question. I will distribute the take-home exam questions during the last class. **The take-home exam will be due on April 26, 2016.**

Late Assignments: The last day for handing in term assignments is Tuesday, April 3, 2016, unless students have an official deferral or other authorized accommodations are made.

Late Penalty: The penalty for all unauthorized late assignments is 5% per day.

UNIVERSITY REGULATIONS AND SUPPORT SERVICES

Plagiarism:

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” It includes:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

The university’s Academic Integrity Policy can be found at:

<https://carleton.ca/registrar/academic-integrity/>

Requests for Academic Accommodation:

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to

mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC as soon as possible.

Visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>.

Student Support Services:

There are several services for students on campus depending on the need you experience:

For health and counselling issues, you can visit the **Health and Counselling Services**; 2600 CTT Centre; 613-520-6674; www.carleton.ca/health

Student Academic Success Centre (SASC); 302 Tory; 613-520-7850; www.carleton.ca/sasc

assists students with academic planning, understanding academic rules & regulations, finding a tutor, choosing or changing a major, polishing study skills, and referrals to other services.

Academic Writing Centre and Writing Tutorial Service (4th Floor, Library, 613-520-6632; www.carleton.ca/wts) can help you learn to write better papers. Tutors are graduate students in many different departments, with plenty of experience writing. They are trained to assist you at any stage in the writing process. To make an appointment, simply call 520-6632, or come in person between 9:00 am and 4:30 pm Monday through Friday.

The Learning Commons (4th Floor, Library, 613-520-2600, ext.1125; See also Main Floor desk) is a one-stop study-shop that combines research, IT and learning support services under one roof to enhance the student experience.