

### General Comments about this Seminar

Our bodies are as social as they are biological. They are intertwined with our lives including our race, class, sex, gender, and sexuality. They are presumed to predict the type of work we can effectively perform, and among other things, how (if at all) we participate in sports. Our bodies are policed and simultaneously marketed to with little hesitation.

In this graduate seminar, we will engage in a sociological study of the body. We will ask many questions about the body including: What is the “ideal” body and why and how does it vary across demographics? Where do we learn about bodies? Why do we do what we do with our bodies? And, what can we learn *from* bodies?

### Learning Outcomes

By the end of the semester, my expectation is that you will be able to do the following:

1. Demonstrate how theories of body and embodiment enhance our understanding of race, class, gender, and sexuality.
2. Identify how our bodies are situated in social relations, interactions, and structures in society.
3. Apply body and embodiment theories to a topic of your choosing to advance understanding of how the body is shaped, approached, resisted, etc. in that context.
4. Identify and analyze how societal institutions reinforce hegemonic understandings of the body.

### Required Readings

Bordo, Susan. 1999. *The Male Body: A New Look at Men in Public and in Private*. Farrar, Straus, and Giroux.

Casper, Monica J. and Lisa Jean Morre. 2009. *Missing Bodies: The Politics of Visibility*. New York: NYU Press.

Davis, Georgiann. 2015. *Contesting Intersex: The Dubious Diagnosis*. New York: NYU Press.

Hoang, Kimberly Kay. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. California: UC Press.

Kafer, Alison. 2013. *Feminist, Queer, Crip*. Bloomington: Indiana University Press.

Kang, Miliann. 2010. *The Managed Hand: Race, Gender, and the Body in Beauty Service Work*. California: UC Press.

Roberts, Dorothy. 1997. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage Books.

Saguy, Abigail C. 2013. *What's Wrong with Fat?* New York: Oxford University Press.

Thompson, Beverly Yuen. 2015. *Covered In Ink: Tattoos, Women, and the Politics of the Body*. New York: NYU Press.

**NOTE: Additional readings will be available on WebCampus.**

### Seminar Policies

\*Also see Appendix A for general UNLV policies\*

**Attendance Policy:** This is a graduate course and mandatory attendance should go without saying. Please plan to come to class on time and attend the full class period.

**Technologies:** Students are not allowed to send or receive text messages or phone calls in class. Laptops may be used for note taking during class time, but please refrain from searching the web and/or checking email.

**Changes to syllabus:** Students are responsible for any changes in this syllabus that are announced in class or sent to your email account associated with Blackboard.

**Misconduct:** Any students found guilty of academic misconduct (e.g. cheating, plagiarism) will be given a grade of “0” on the relevant assignment and disciplined according to UNLV procedures.

**Accommodations:** I am more than willing to accommodate students with special needs—whatever they may be. If this applies to you, please see me as soon as possible.

**Recommendation Letters:** I would be happy to write a letter of recommendation for any student that earns an “A” in any of my courses.

**Incompletes:** I do not offer incompletes in any of my course—unless you experience a documented and serious medical injury or illness during the semester.

### Seminar Requirements

#### **Reading and Participation 20%**

This is a doctoral seminar, and I want all of us to get as much out of it as we can. Thus, we will generally read about 100-200 pages of scholarly material per week. When we are reading more pages per week, we will almost always be reading one of the required monographs. In general, monographs are less dense, and thus quicker to get through. You will find the articles we will read are generally much more dense, and require much more time per page than the time it takes to get through a book page. Please plan accordingly and read before each of our seminar sessions.

As you read through materials for this seminar, I strongly encourage you to ask how whatever it is we are reading might add to or enhance your research goals and interests. In some instances, these connections will be obvious, and in other instances, my hope is that you are pleasantly surprised as you see your work and thought influenced by our seminar readings.

Student participation is required, not optional, in this doctoral seminar. I will not be lecturing. Instead, we will all learn from one another. If you miss a seminar session or regularly arrive late, it will be impossible for you to earn an “A” in this seminar unless you have official documentation that speaks to a reasonable excused (or late) absence. I will assess seminar participation in a number of ways including (on time) attendance and active, thoughtful, and meaningful participation. I reserve the right to “grade” your reading and participation as I see fit based on my in seminar assessment.

### **Critical Reading Briefs 25%**

In order for this seminar to run smoothly, everyone must come to our seminar prepared to actively discuss our course readings. In order to keep us on task, I will ask you to submit a two-page, double-spaced “critical reading brief” each week. This brief must summarize the main analytic points of ALL the week’s readings. For example, what’s the main argument of each reading? Your brief must end with at least two questions about each reading.

These critical reading briefs are not graded, but I will not accept them if they aren’t turned in on time—in which case you will receive a “0” for that particular brief. All briefs must be submitted via WebCampus at least 1 hour prior to the start of our seminar—absolutely NO exceptions.

You can miss two critical reading briefs without penalty, however you should absolutely still read the assigned materials and come to seminar ready to actively engage in discussion.

### **Facilitation 25%**

This is a doctoral seminar, and every student will be responsible to co-facilitate TWO sessions.

Note: Because we will not be meeting in person the first week of the semester where we would normally determine our facilitation schedule in person, I will do such email. I will ask each of you to email me (in order of preference) at least 5 seminar sessions you are interested in facilitating via email no later than midnight on Monday, August 24<sup>th</sup>. I will do my best to accommodate your preferences.

I will email (and post on WebCampus) the facilitation schedule by 5pm on Wednesday, August 26<sup>th</sup>.

When it is your turn to facilitate a discussion, you will carefully prepare an outline of the main arguments for each week’s readings.

Note: although not required, you are STRONGLY encouraged to co-author your outline with the week’s other facilitator. However, do so wisely, as the grade you earn on the facilitation will be shared.

Your outline will need to include the following:

1. What is the author’s research question(s)?
2. What evidence does the author use to support their argument?
3. What is the relationship between the author’s theories, concepts, and data?
4. Does the author successfully answer their research question? Why or why not?

Your outline must be submitted to me via WebCampus 24 hours before our seminar begins (Sunday 4pm). If it is a co-authored outline, please make sure such is explicitly clear on the outline that only one of your needs to submit through WebCampus.

## **Seminar Paper 30% (5% for the outline and 25% for the final paper)**

Everyone will submit a seminar paper that must not exceed 15 typed and double-spaced pages (references not included). You have two options for the seminar paper.

1. Compare, contrast, and criticize two or more authors we read in our seminar.
2. Use course themes, concepts, and theories to expand upon some empirical problem (your own research).

It can be quite daunting to write a 15-page paper from scratch. Thus, we will break down this big task into a series of smaller tasks:

1. By 4pm on **Monday, September 28th**, you will need to submit an outline of your option and where you might be headed with such option. You can submit this on WebCampus.
2. By 4pm on **Monday, October 26th**, you will schedule a 15-minute appointment with me at <https://davis.youcanbook.me/>. At this appointment, we will discuss how your seminar paper is going. Your meeting must occur no later than Monday, November 2<sup>nd</sup>.
3. Your final seminar paper is due at 4pm on **Monday, December 7<sup>th</sup>**. It must be submitted on WebCampus.

### **The Grade Distribution is as follows:**

93% or higher	A	73-76.99%	C
90-92.99%	A-	70-72.99%	C-
87-89.99%	B+	67-69.99%	D+
83-86.99%	B	63-66.99%	D
80-82.99%	B-	60-62.99%	D-
77-79.99%	C+	59.99% or lower	F

### **Seminar Schedule** **(Tentative and Subject to Change)**

#### **Week 1 (8/24) Seminar Housekeeping**

Due to the American Sociological Association annual meetings conflicting with our first scheduled seminar, we will not meet in person on 8/24. **Instead, we will meet virtually and I will ask each of you to complete the following tasks no later than midnight on 8/24.**

1. Introduce yourself on our WebCampus discussion board. Upload / Attach a photo of yourself in the discussion board forum and address the following questions.
  - a. What year did you begin your graduate studies at UNLV?
  - b. What department are you in?
  - c. What major milestones, if any, have you completed at UNLV? For example, earned the master's degree, passed comps, etc.
  - d. What are your research interests?
2. Carefully read through the syllabus and email me ([georgiann.davis@unlv.edu](mailto:georgiann.davis@unlv.edu)) your TOP FIVE sessions you'd like to facilitate, in order of preference. For example, your email should look something like this:

1. Week 2
2. Week 4
3. Week 6
4. Week 8
5. Week 9

I will email (and post on WebCampus) the final facilitation schedule by 5pm on Wednesday, August 26<sup>th</sup>. Everyone will facilitate two seminars. I will do my best to accommodate your emailed preferences.

### **Week 2 (8/31) An Introduction to the Sociological Study of the Body**

#### **Facilitators:**

Turner, Bryan S. 2009. "The Sociology of the Body." Chapter 26 in the *The New Blackwell Companion to Social Theory*.

Schilling, Chris. 2007. "Sociology and the Body: Classical Traditions and New Agendas" *Sociological Review* 55(1):1-18.

### **Week 3 (9/7) Labor Day Recess, No Seminar.**

Work on seminar paper outline.

### **Week 4 (9/14) Habitus and the Social Body**

#### **Facilitators:**

Wacquant, Loic. 1995. "Pugs at Work: Bodily Capital and Bodily Labor Among Professional Boxers." *Body & Society* 1(1):65-94.

Paradis, Elise. 2012. "Boxers, Briefs or Bras? Bodies, Gender and Change in the Boxing Gym." *Body & Society* 18(2):82-109.

Desmond, Matthew 2006. "Becoming a Firefighter." *Ethnography*. 7(4). 387-421.

Spencer, Dale C. 2009. "Habit(us), Body Techniques and Body Callusing: An Ethnography of Mixed Martial Arts." *Body & Society* 25(4):119-143.

Bourgois, Philippe and Jeff Schonberg. 2007. "Intimate Apartheid: Ethnic Dimensions of Habitus among Heroin Injectors." *Ethnography*. 8(1): 7-31.

### **Week 5 (9/21) Socially "Shameful" Bodies: Fat (part 1)**

#### **Facilitators:**

Saguy, Abigail C. 2013. *What's Wrong with Fat?* New York: Oxford University Press.

Kwan, Samantha. 2009. "Framing the Fat Body: Contested Meanings Between Government, Activists, and Industry." *Sociological Inquiry* 79(1): 25-50.

Puhl, Rebecca and Brownell, Kelly D. 2001. Bias, Discrimination, and Obesity. *Obesity Research* 9(12):788-805.

### **Week 6 (9/28)                      Socially "Shameful" Bodies: Heavily Pierced and Tattooed (part 2)**

#### **Facilitators:**

**Note: You must submit your seminar paper outline through WebCampus no later than 4pm on 9/28<sup>th</sup>.**

Thompson, Beverly Yuen. 2015. *Covered In Ink: Tattoos, Women, and the Politics of the Body*. New York: NYU Press.

Cano, Cynthia Rodriguez and Doreen Sams. 2010. "Body Modifications and Young Adults: Predictors of Intentions to Engage in Future Body Modification." *Journal of Retailing and Consumer Services*. 17:80-87.

### **Week 7 (10/5)                      Socially "Shameful" Bodies: Sex Work (part 3)**

#### **Facilitators:**

Hoang, Kimberly Kay. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. California. UC Press.

Brents, Barbara G. and Kathryn Hausbeck. 2005. "Violence and Legalized Brother Prostitution in Nevada: Examining Safety, Risk, and Prostitution Policy." *Journal of Interpersonal Violence* 20(3):270-295.

### **Week 8 (10/12)                      Medicine and Bodies (part 1)**

#### **Facilitators:**

Fausto-Sterling, Anne. 2005. "The Bare Bones of Sex." *Signs: Journal of Women in Culture and Society*. 30(2). Pp. 1491-1527.

Fausto-Sterling, Anne. 2008. "The Bare Bones of Race." *Social Studies of Science*. 38: 657-694.

Butler, Judith. 1993. *Bodies that Matter: On the Discursive Limits of "Sex"* (excerpts available on WebCampus)

Davis, Georgiann, Jodie Dewey, and Erin L. Murphy. Forthcoming. "Giving Sex: Deconstructing Intersex and Trans Medicalization." *Gender & Society*.

## Week 9 (10/19)      Medicine and Bodies (part 2)

### **Facilitators:**

Reis, Elizabeth. 2009. *Bodies in Doubt*. (chapter 5)

Davis, Georgiann. 2015. *Contesting Intersex: The Dubious Diagnosis*. New York: New York University Press.

## Week 10 (10/26)      Medicine and Bodies (part 3)

### **Facilitators:**

**Note: You must schedule a 15-minute meeting with me to discuss your seminar paper. You can do so here <https://davis.youcanbook.me/>. At this appointment, we will discuss how your seminar paper is going. Your meeting must occur no later than Monday, November 2<sup>nd</sup>.**

Fishman, Jennifer R. 2004. "Manufacturing Desire: The Commodification of Female Sexual Dysfunction." *Social Studies of Science*. 34(2): 187-218.

Armstrong, Elizabeth M. 1998. "Diagnosing Moral Disorder: The Evolution of Fetal Alcohol Syndrome." *Social Science & Medicine*.

Underman, Kelly. 2011. "'It's the Knowledge that Puts you in Control': The Embodied Labor of Gynecological Educators." *Gender & Society* 25(4):431-450.

Mamo, Laura and Jennifer Ruth Fosket. 2009. "Scripting the Body: Pharmaceuticals and the (Re)Making of Menstruation." *Signs* 34(4):925-949.

Race, Kane. 2012. "Frequent Sipping: Bottled Water, the Will to Health and the Subject of Hydration." *Body & Society* 18(3&4)72-98.

## Week 11 (11/2)      Differently Abled Bodies

### **Facilitators:**

Kafer, Alison. 2013. *Feminist, Queer, Crip*. Bloomington: Indiana University Press.

Inahara, Minae. 2009. "This Body Which is Not One: The Body, Femininity and Disability." *Body & Society* 15(1):47-62.

## Week 12 (11/9) Intersectionality and the Body (part 1)

### **Facilitators:**

Roberts, Dorothy. 1997. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage Books.

Garcia, Lorena. 2009. “‘Now Why Do You Want to Know About That?’: Heteronormativity, Sexism, and Racism in the Sexual (Mis)Education of Latina Youth.” *Gender & Society* 23(4): 520-541.

## Week 13 (11/16) Intersectionality and the Body (part 2)

### **Facilitators:**

Kang, Miliann. 2010. *The Managed Hand: Race, Gender, and the Body in Beauty Service Work*. California: UC Press.

Nir, Sarah Maslin. “The Price of Nice Nails.” *New York Times*. May 7, 2015.

## Week 14 (11/23) Men’s Bodies and Spaces

### **Facilitators:**

Bordo, Susan. *The Male Body: A New Look at Men in Public and in Private*. (read “private parts” section and “public images” section)

Frew, Matthew and David McGillivray. 2005. “Health Clubs and Body Politics: Aesthetics and the Quest for Physical Capital.” 24(2):161-175.

Karkazis, Katrina, Rebecca Jordan-Young, Georgiann Davis, and Silvia Camporesi. 2012. “Out of Bounds? A Critique of the New Policies on Hyperandrogenism in Elite Female Athletes.” *The American Journal of Bioethics* 12(7):3-16.

## Week 15 (11/30) Invisible Bodies

### **Facilitators:**

Casper, Monica J. and Lisa Jean Moore. *Missing Bodies: The Politics of Visibility*. (all)

Hagerman, Margaret A. 2010. “‘I Like Being Intervieweeeeeewed! Kids’ Perspectives on Participating in Social Research.” In *Children and Youth Speak for Themselves*, edited by Heather B. Johnson, 61–105. Wagon Lane, Bingley UK: Emerald.

## Week 16 (12/7) Seminar Wrap Up and Seminar Paper Due

**Your final seminar paper is due at 4pm on Monday, December 7<sup>th</sup>. It must be submitted on WebCampus.**

## APPENDIX A

The following policies have been included in this appendix verbatim from:

[https://www.unlv.edu/sites/default/files/page\\_files/27/UNLV-Policies-SyllabiContent-MinCriteria-Fall2015.pdf](https://www.unlv.edu/sites/default/files/page_files/27/UNLV-Policies-SyllabiContent-MinCriteria-Fall2015.pdf)

**Academic Misconduct**— Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**— **Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**— Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning>  
<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring and Coaching**—**The Academic Success Center (ASC)** provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

### Library statement:

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.