Appendix I: Minding the Body Syllabus #1

**Psychology 194-01: Minding the Body**  
(crosslisted with Women’s, Gender, and Sexuality Studies)  
**Fall 2012**

Professor: Joan Ostrove  
Email: ostrove@macalester.edu  
Phone: 651.696.6775

**Course description:**
This course is an interdisciplinary examination of the body primarily from the perspectives of psychology, disability studies, and feminist studies. We will rely on analysis of theoretical and empirical research, personal narrative, and film, as well as visits from a variety of guest speakers, to explore such questions as: What is a “normal” body? A “beautiful” body? How and why do we discriminate against people with non-normative bodies? How do people represent the experience of having a disabled body? How are bodies – especially women’s bodies – objectified, exploited, commodified, and regulated? How do the media and other social institutions inform how we feel about our bodies? How can we think critically about the various ways in which people change, regulate, and enhance their bodies (e.g., via body building, dieting, or cosmetic surgery)? How do sexism, racism, classism, and other forms of oppression influence how different bodies are viewed, treated, etc.?

I had an exciting – and challenging – time designing this course. Exciting because the topics covered in this course have been important to my own intellectual development and scholarly work since I was in college and they raise issues that matter a lot to me personally. Challenging because, when you stop to think about it, almost everything can be thought about in some way or another as being about – or at least involving in some way – bodies. There is a lot more interesting material out there than could possibly fill one course, and you’re going to read a lot (but believe me, it is a tiny fraction of the reading list I had under consideration!). Ultimately, I divided the course into five broad sections and picked readings that I hope you will find engaging, informative, and provocative. Although the course has five discrete sections, the issues and themes raised in one are informed by and related to those in the others. You may find that a key theme from the first section of the course re-appears in the last section, or that a reading from the third section makes you re-think something we discussed in the first section.

As we go through the semester, I expect that you will: 1) develop your capacities as a reader and a writer; 2) think about and re-think what you know – and think you know – about the concepts of “normal,” “beautiful,” and “independent” (among others); 3) see bodies – your own and others’ – in a different way (or ways) than you did before; 4) develop your capacity to apply a variety of theoretical and empirical perspectives to your own and others’ bodily experiences; 5) develop an understanding of – and an ability to engage with and critique – the ways that the
fields of psychology, disability studies, and feminist studies examine the body. You may find that some of the course material challenges you in a variety of ways. For example, some of the course material might: 1) introduce ways of thinking about (possibly) familiar topics in ways that feel quite unfamiliar and perhaps disconcerting; 2) hit pretty close to home and evoke difficult emotions; or 3) inform you about some quite horrifying things that happen to people’s bodies. Please stay in touch with me if you experience something particularly challenging in the course of the semester. My office hours and other appointment times are available to be used, and there are many other resources available to you across campus should you need or want them.

Course expectations and requirements:

- **Attendance and participation (10%)**: It is your primary responsibility to come to class prepared, having read and thought about the readings for the day. Participation may mean a lot of different things – sharing your ideas and thoughts; listening well to others’ ideas; asking questions; connecting the course material to issues in your life or the lives of other people you know, and/or to issues on campus and in the world, etc.

- **Body story essays (10% each = 20%)**: Twice during the semester, once at the beginning and once at the end, you will write a brief (3-5 page) essay that tells a “story” about your own body or bodily experience. It does not have to be in story form (though it may), but it does have to address a clear theme (or theme) related to bodies from your own perspective or personal experience. Possible topics include (but are definitely not limited to) working out or being an athlete; an experience of pain, injury, illness (your own or someone else’s); having or knowing someone who has a disability; getting or having a tattoo; body size or body image; buying or wearing clothes; watching the Olympics… The possibilities are (almost) endless. If you’re having any trouble at all thinking about how to write the essay, or want to talk anything through, feel free to see Zoe or me.

- **Midterm essay (draft = 5%; final = 20%; 25%)**: You will write – and re-write – a four-to-six page essay on a topic that I will distribute a bit later in the semester. The assignment will focus primarily on the readings from Part II of the course.

- **“Body watch” blog (10%)**: We will develop a course blog through which you will post, analyze, and comment on images, videos, articles, etc. that you (and I) come across in the news or popular culture related to bodies and the themes of the class. You will be expected to post to the blog (including a short analysis if you are posting an image, video, news story, etc.) at least twice during the semester, and to comment on others’ posts at least twice during the semester.

- **Film reaction papers (2.5% each = 5%)**: Films will be the primary “texts” two times during the semester. Each time, you will write a short (1-2 page) reaction to the film: What did you learn? What did it make you think about? Did you like the film? Why or why not?

- **Final research project (draft = 10%; final = 20%; 30%)**: Your final project will be a research paper on a topic of your choosing, relevant to the themes of the course. I will distribute a full description of the assignment later in the semester, but the basic idea is that you will write (and re-write) an 8-10 page paper summarizing, synthesizing, and analyzing research about a body-related topic.

Reading and re-reading/Writing and re-writing:
• **Reading:** Ideally, each time we read a text, we learn or we think about something a bit differently. Indeed, we could read the same thing again and again and experience it differently each time because we bring something new and different to each read. You will read a wide variety of genres of writing in this course (empirical research articles, scholarly essays, reviews of research, personal essays, etc.). You will no doubt react to different readings differently. You will understand some more easily than others, “like” some more than others, etc. All of that is perfectly fine and to be expected. I have developed a reading guide (posted on Moodle) that I hope will help you as you read the course material. At the very beginning of the semester we will use the guide quite intentionally in class to help structure our discussion of the readings. As the semester progresses, we will rely less explicitly on the guide but I trust that you will incorporate what you find useful about it into your reading practice.

• **Writing:** Writing is a critically important tool for communication. Being a good writer – as is true with being good at just about anything – requires practice. It also requires being a good reader (see above). You will get a lot of experience with both reading and writing in this course. We are very fortunate to have a talented and experienced writing assistant as part of our class. Zoe Leanza has provided effective and constructive writing feedback to numerous people, and each of you will now be added to that list. You will write your midterm and final papers (at least) twice. The first draft will be submitted to Zoe and me, Zoe will read and comment on your drafts in consultation with me, and then you will have an individual meeting with Zoe during which she will provide you with feedback about your writing and assistance with strategies for re-writing. You are welcome to consult with Zoe, or with me, about any of the writing assignments in the course; you are required to meet with her about only those two assignments.

  o Additional resources related to writing:
    ▪ The Macalester Academic Excellence (MAX) Center (in Kagin, also see their website for online resources)
    ▪ The “Write Well” microlecture series (online)

**Readings:**

Books (available at the Macalester College Bookstore):


Articles (available on the course Moodle site)

**Course schedule (subject to change)**

*Note:* readings are to be completed by and ready to be discussed on the date listed on the syllabus

I. Our bodies, our minds: Introducing ourselves, the course, the library

Sat, 9/1 The bodies in our class; bodies in *The Ghost Map*
Wed, 9/5 Bodies of literature: Psychology, disability studies, feminist studies

Reading:
- Hesse-Biber, Chapter 2
- Wendell, Introduction and Chapter 1

Fri, 9/7 Narrating bodies: Examples of personal writing about the body

Reading:

Mon, 9/10 Library session (meet in the library, room 206 [Library Instruction Room])
Assignment: complete library research assignment by Sunday night before we attend library session

*** Body story #1 due by 11:55 p.m. ***

II. Would you mind that body?: Physical difference and the pressure toward “normal”

Wed, 9/12 Shared bodies, separate minds

Reading:
- Dreger (pp. 1-82)

Fri, 9/14 Shared bodies, separate minds (continued)

Reading:
- Dreger (pp. 83-end)

Mon, 9/17 Film: Fit: Episodes in the History of the Body

Note: I will be screening this 75-minute film at 6:30 p.m. on Monday evening, September 17th. You may view the first 60 minutes during class time and would then be responsible for the final 15 minutes later in the day (you may check out the DVD from Lee Olson in the Psych Department for viewing in the Psych Department computer lab, or you can show up at about 7:30 p.m. for the end of the film; you may also borrow the DVD from me sometime the week before if you cannot attend either of the Monday screenings, again for viewing only in the
computer lab). I will not be in class on the 17th because it is the Jewish holiday of Rosh Hashanah, but I will be at the film on Monday evening.

*** One page film reaction paper due by 11:55 p.m. ***

Wed, 9/19 Rethinking the body: The social construction of “disability” and “fat”
Reading:
● Wendell, Chapter 2

Fri, 9/21 Disabled bodies: Difference and “normality”
Reading:
● Wendell, Chapters 3 and 4

Mon, 9/24 Guests: Professor Tammy Berberi and Mallory Kay Nelson

Wed, 9/26 no class: Yom Kippur

Fri, 9/28 Becoming disabled/Claiming disability: Two (gendered?) stories
Reading:

Mon, 10/1 Psychological studies of disability: Stereotypes, oppression, and resistance
Reading:

Wed, 10/3 “Fat-phobia” and body size stigma
Reading:

Fri, 10/5 Preview of a future topic: Personal and social change in the domain of athletics
In class film: *A Hero for Daisy*

*** One page film reaction paper due by 11:55 p.m. ***

III. Who is minding the bodies?: Power, commodification, and violence

Mon, 10/8  
Violence: Perspectives at the intersection of disability, gender, and race

*Reading:*

*** Draft of mid-term essay due by 11:55 p.m. ***

Wed, 10/10  
Sexual politics, sexual violence, and the commodification of sexuality

*Reading:*

Fri, 10/12  
Trading in bodies: Sexual trafficking

Guest: Professor Jim Stewart

*Reading:*

Mon, 10/15  
Intimate partner violence

*Reading:*

Wed, 10/17  
Bodies in prison

Guest: Karin Aguilar-San Juan

*Reading: TBA*

Fri, 10/19  
Bodies in prison, continued

*Reading:*

*Saturday, 10/20*
Field trip to Mixed Blood Theater for a staged reading of Colossal by Alex Hinderaker
Ten months ago a star football player for the University of Texas was one of the most graceful runners of all time, a pro prospect, and a young man in love. After shattering his spine and ending his career, this athlete struggles to move forward and not simply live in a more vibrant past. Is the human body an instrument for language or a tool for violence? Structured like a football game (and featuring live dancing, drumming, and a fully-padded cast), COLOSSAL is an epic event that simultaneously celebrates and attacks our nation's most popular form of theater.

IV. Minds on bodies/bodies on the mind: Objectification, self-objectification, and body image

Mon, 10/22
Reading:
- Hesse-Biber, Chapters 1 and 3

Wed, 10/24
Reading:
- Hesse-Biber, Chapters 5-8

*** Mid-term essay due by 11:55 p.m. ***

Fri, 10/26  no class: Fall break

Mon, 10/29  Embodied engagement, Part 1
Guest: Professor Beth Cleary
Reading: TBA
*** Final paper proposal due by 11:55 p.m. ***

Wed, 10/31  Embodied engagement, Part 2
Guest: Professor Beth Cleary

Fri, 11/2  Objectification theory
Reading:

Mon, 11/5  Sexualization and objectification
Reading:

Wed, 11/7 Media influences on self-objectification

Reading:

V. Changing bodies, changing minds: Cosmetic surgery, athletics, and the power of resistance

Fri, 11/9 Re-doing bodies: Cosmetic surgery

Reading:
- Hesse-Biber, Chapter 4

Mon, 11/12 Re-doing bodies, continued

Reading:

Wed, 11/14 Creating bodies: A perspective from the visual arts

Guest: Professor Christine Willcox

Reading: TBA

Fri, 11/16 Building bodies/Bodybuilding

Reading:

Mon, 11/19 Move that body: Women and sports/Women athletes
Reading:


Wed, 11/21  Gender and the muscular body

Reading:


Fri, 11/23  no class: Thanksgiving break

Mon, 11/26  Enabling(?) elite athletes: The case of Oscar Pistorius

Reading:


*** Draft of final paper due by 11:55 p.m. ***

Wed, 11/28  (Changing)bodies/(changing)identities: Trans(ability)/Trans(gender)

Reading:


Fri, 11/30  Changing our minds: The power of resistance and social change

Reading:

- Hesse-Biber, Chapter 9

Mon, 12/3  But wait… what and who is really in our bodies?!

Guest: Professor Devavani Chatterjea

Reading:

- Specter, M. (December 3, 2007). Darwin’s surprise: Why are evolutionary biologists bringing back extinct deadly viruses? The New Yorker.
Wed, 12/5  Changing our minds: The power of resistance and social change, continued

Reading:

Fri, 12/7  Changing our minds: The power of resistance and social change, continued

Assignment: Learn about an organization that is working toward change related to any of the topics we’ve studied over the course of the semester (disability, body size, violence, trafficking, objectification, cosmetic surgery, athletics); come to class prepared to tell us about the organization (its mission, activities, how to get involved, etc.)

*** Body story #2 due by 11:55 p.m. ***

Mon, 12/10  Minding the body: Wrapping up and reflecting on the semester

Fri, 12/14  *** Final paper due by 11:55 p.m. ***

Course policies:
- **Academic integrity:** I expect all of you to follow the College’s guidelines regarding academic integrity, outlined in the Student Handbook. Please talk to me if you are not clear how these guidelines apply to the course. If you are unsure about what might constitute a violation of academic integrity, the link above to the Student Handbook section on academic integrity should help. I will report any violation of academic integrity to the Director of Academic Programs.
- **Late work:** You may not receive extensions on work in the class, except in the most extraordinary circumstances (in which case you will need documentation from the Dean of Students Office or Health Services). Work that is turned in late for any other reason will have a third of a grade taken off for each day that it is late (e.g., a B+ would become a B if you hand in an essay or your final paper any time after the exact time that it is due – the “day late” begins immediately after the time the assignment is due; you may not turn in late work via Moodle so I strongly encourage you not to turn in late work as you will have to negotiate an alternative arrangement with me).
- **Incomplete:** I will only grant incompletes under extraordinary circumstances that occur in the second part of the semester. This will not include being really busy at the end of the semester.
- **Written assignments:** Please type, double-spaced with 12-point font, all of your written assignments for this course. Please do not use margins that are larger than 1 inch – all around. Don’t use smaller margins, or smaller font, either – length is not necessarily strength!
- **Religious observance:** If you will miss class to observe a religious holiday, please let me know at least two weeks in advance so that we can make alternate arrangements.
● **Cell phones**: Please turn your cell phones and other mobile devices off or to a (completely) silent (vibrate is not silent!) mode while in class. Except under extraordinary circumstances, you may not make or accept phone calls or text messages during class. If you know you are expecting a call or text in an emergency situation, please try to let me know in advance of class that this may happen. If you must take a call, do so quietly outside of the classroom.

● **My commitment to accessibility** [with thanks to Professor Tammy Berberi for her accessibility statement, adapted here] I am committed to creating an accessible and inclusive class that ensures that every student can participate fully in course activities and benefit from course materials. I would be happy to talk to any of you about how to maximize your experience in this class and to discuss how you learn best. Please don’t hesitate to be in touch with your requests and suggestions.

   ○ What I will do for every student:
     ● Post assignments at least three weeks in advance of when they are due (when possible)
     ● Share PowerPoints and other materials used in class lectures (where applicable)
     ● Meet with you individually during office hours for extended study or discussion time
     ● Facilitate your connection to the MAX Center or other sources of study/writing support
     ● Provide an extra 20 minutes to complete an exam (where applicable)
     ● Submit an Early Academic Warning and/or contact the Dean of Students when your academic performance slips or I notice a pattern of frequent absences
     ● Be as flexible as possible in the event of a crisis or emergency (provided that you have also spoken to the Dean of Students)

   ○ What you can do if your needs are not met by the above:
     ● If you know you have a disability that affects your learning process, you must meet with Associate Dean of Students Lisa Landreman in order to receive any kind of accommodation. The Disability Services website within the department of Student Affairs is your best guide to this process. The Associate Dean of Students will provide me with a confidential letter detailing your accommodation request.
     ● Meet with me after you’ve met with Lisa Landreman so that we can work together to ensure that I can meet your accommodation request successfully.

   ● What I cannot do for you if you are not registered with Disability Services:
     ● If you wait to self-advocate until you are in trouble in this course, you may be out of luck: I cannot accommodate you retroactively
     ● Without a letter from Lisa Landreman:
       ● I cannot offer a flexible schedule of assignment deadlines
       ● I cannot offer a flexible attendance policy
Psychology 194-01: Minding the Body  
(crosslisted with Russian Studies and Women’s, Gender, and Sexuality Studies)  
Fall 2013

Professors: Joan Ostrove and Anastasia Kayiatos

Course description:

This course is an interdisciplinary examination of the body primarily from the perspectives of psychology, disability studies, and feminist studies, with a strategically split focus primarily on the United States and Russia/Eastern Europe. We will rely on analysis of theoretical and empirical research, personal narrative, and film to explore such questions as: What is a “normal” body? A “beautiful” body? How does the media inform how we feel about our bodies? How are bodies – especially women’s bodies – objectified, exploited, commodified, and regulated? How and why do we discriminate against people with non-normative bodies? How do people represent the experience of having a disabled body? How can we think critically about the various ways in which people change, regulate, and enhance their bodies (e.g., via athletics, cosmetic surgery, etc.)? How do sexism, racism, classism, homophobia, transphobia and other forms of oppression influence how different bodies are viewed, treated, educated, and experienced? And how does all this change when we travel in time or across space?

The course’s cross-listing with Russian Studies will give students a comparative context for thinking about how the body is built – and minded – in different ways depending on cultural, political, and economic considerations.

This will be a writing-intensive course in which students will write (and re-write) personal essays, analytical and reflective essays, and a research paper.

We had an exciting – and challenging – time designing this course together. Exciting because the topics covered in this course have been important to our intellectual development and scholarly work and they raise issues that matter a lot to us personally. Challenging because, when you stop to think about it, almost everything can be thought about in some way or another as being about – or at least involving in some way – bodies. There is a lot more interesting material about the U.S. than could possibly fill one course, and you’re going to read a lot (but it is a tiny fraction of the reading list we had under consideration!). There was even more literature to draw on in the comparative context between the US and Russia. Ultimately, we divided the course into five broad sections and picked readings that we hope you will find engaging, informative, and provocative. Although the course has five discrete sections, the issues and themes raised in one are informed by and related to those in the others. You may find that a key theme from the first section of the course re-appears in the last section, or that a reading from the third section makes you re-think something we discussed in the first section.
As we go through the semester, we expect that you will: 1) develop your capacities as a reader and a writer; 2) think about and re-think what you know – and think you know – about the concepts of “normal,” “beautiful,” and “independent” (among others); 3) see bodies – your own and others’ – in a different way (or ways) than you did before; 4) develop your capacity to apply a variety of theoretical and empirical perspectives to your own and others’ bodily experiences; 5) develop an understanding of – and an ability to engage with and critique – the ways that the fields of psychology, disability studies, Russian studies, and feminist studies examine the body. You may find that some of the course material challenges you in a variety of ways. For example, some of the course material might: 1) introduce ways of thinking about (possibly) familiar topics in ways that feel quite unfamiliar and perhaps disconcerting; 2) hit pretty close to home and evoke difficult emotions; or 3) inform you about some quite horrifying things that happen to people’s bodies. Please stay in touch with us if you experience something particularly challenging in the course of the semester. Our office hours and other appointment times are available to be used, and there are many other resources available to you across campus should you need or want them.

Course expectations and requirements:

- **Attendance and participation (10%)**: It is your primary responsibility to come to class prepared, having read and thought about the readings for the day. Participation may mean a lot of different things – sharing your ideas and thoughts; listening well to others’ ideas; asking questions; connecting the course material to issues in your life or the lives of other people you know, and/or to issues on campus and in the world, etc.

- **Body story essays (10% each = 20%)**: Twice during the semester, once at the beginning and once at the end, you will write a brief (3-5 page) essay that tells a “story” about your own body or bodily experience. It does not have to be in story form (though it may), but it does have to address a clear theme (or theme) related to bodies from your own perspective or personal experience. Possible topics include (but are definitely not limited to) working out or being an athlete; an experience of pain, injury, illness (your own or someone else’s); having or knowing someone who has a disability; getting or having a tattoo; body size or body image; buying or wearing clothes; watching the Olympics… The possibilities are (almost) endless. If you’re having any trouble at all thinking about how to write the essay, or want to talk anything through, feel free to see Mary or either one of us.

- **Midterm essay (draft = 5%; final = 20%; 25%)**: You will write – and re-write – a four-to-six page essay on a topic that we will distribute a bit later in the semester. The assignment will focus primarily on the readings from Part II of the course.

- **Presentation (10%)**: You will do a 5-7 minute presentation on one of the weekly themes during the semester. You may choose which day you will present; as you choose, think about which issues hit closest to your academic interests and/or personal experience; presenting on material is a great way to truly get to know an idea or theory, and often inspires paper topics. You may focus primarily on the issues raised in one of the readings for the day you choose, or you may incorporate material from more than one reading in your presentation. Your presentation should very briefly highlight the main theme(s) of the reading(s) for that day, and should raise issues and questions that will engage your classmates in a deeper discussion of the theme or topic. Student presentations will start during the third week of the semester.
• **Film reaction papers (2.5% each = 5%)**: Films will be the primary “texts” three times during the semester (the films are “Fit: Episodes in the History of the Body” on 9/24, “Miss Gulag” on 11/12, and “FIXED: The Science/Fiction of Human Enhancement” on 11/21). Two of those times (9/24 and 11/21), you will write a short (1-2 page) reaction to the film: What did you learn? What did it make you think about? What themes from the course did it illuminate? What new questions did it raise for you?

• **Final research project (30%)**: Your final project will be a research paper on a topic of your choosing, relevant to the themes of the course. We will distribute a full description of the assignment later in the semester, but the basic idea is that you will write an 8-10 page paper summarizing, synthesizing, and analyzing research about a body-related topic.

**Reading and re-reading/Writing and re-writing:**

• **Reading**: Ideally, each time we read a text, we learn or we think about something a bit differently. Indeed, we could read the same thing again and again and experience it differently each time because we bring something new and different to each read. You will read a wide variety of genres of writing in this course (empirical research articles, scholarly essays, reviews of research, personal essays, etc.). You will no doubt react to different readings differently. You will understand some more easily than others, “like” some more than others, etc. All of that is perfectly fine and to be expected. We have developed a reading guide (posted on Moodle) that we hope will help you as you read the course material. At the very beginning of the semester we will use the guide quite intentionally in class to help structure our discussion of the readings. As the semester progresses, we will rely less explicitly on the guide but we trust that you will incorporate what you find useful about it into your reading practice.

• **Writing**: Writing is a critically important tool for communication. Being a good writer – as is true with being good at just about anything – requires practice. It also requires being a good reader (see above). You will get a lot of experience with both reading and writing in this course. We are very fortunate to have a talented and experienced writing assistant - Mary White - as part of our class. You will write your midterm papers (at least) twice. The first draft will be submitted to both of us and to Mary; Mary will read and comment on your drafts in consultation with us, and then you will have an individual meeting with Mary during which she will provide you with feedback about your writing and assistance with strategies for re-writing. You are welcome to consult with Mary, or with either or both of us, about any of the writing assignments in the course; you are required to meet with her about only those two assignments.
  
  o Additional resources related to writing:
    ■ The Macalester Academic Excellence (MAX) Center (in Kagin, also see their website for online resources)
    ■ The “Write Well” microlecture series (online)

**Readings:**

Books (Dreger and Wendell available at the Macalester College Bookstore; Gallego available online at amazon.com or other sites):


Articles (available on the course Moodle site)

**Course schedule (subject to change)**

*Note:* readings are to be completed by and ready to be discussed on the date listed on the syllabus

I. Our bodies, our minds: Introducing ourselves and the course

Friday 8/30  The bodies in our class; bodies in *Mountains Beyond Mountains*

Tues 9/3  Bodies of literature: Psychology, disability studies, feminist studies, Russian studies

*Reading:*
- Hesse-Biber, Chapter 2
- Wendell, Introduction and Chapter 1

Thurs 9/5  Narrating bodies: Examples of personal writing about the body

*Reading:*

II. Would you mind that body?: Physical difference and the pressure toward “normal”

Tues 9/10  Shared bodies, separate minds [plus: sleep project visit]

*Reading:*
- Dreger (pp. 1-82)
*** Body story #1 due by 11:55 p.m. ***

Thurs 9/12  Shared bodies, separate minds (continued)

Reading:
- Dreger (pp. 83-end)

Tues 9/17  What is “normal?”

Reading:
- “Minnesota Eugenics Society Letter to Adolf Hitler” (1933)
- for other samples of the local history of eugenics, see: http://www.chgs.umn.edu/histories/minnesotans/andHolocaust/

Thurs, 9/19
Library session (meet in the library, room 206 [Library Instruction Room])

Assignment: complete library research assignment by Wednesday night before we attend library session

Tues 9/24  Film: Fit: Episodes in the History of the Body

*** [if relevant] film reaction paper due by 11:55 p.m. ***

Thurs 9/26  Rethinking the body: The social construction of “disability” and “fat”

Reading:
- Wendell, Chapter 2
- Nomy Lamm, “It’s A Big Fat Revolution”

Tues 10/1  Disabled bodies: Difference and “normality”

Reading:
- Wendell, Chapters 3

Thurs 10/3  Difference in a different context

Reading:
Gallego, Ruben (2006). *White on Black*


**Tues 10/8**

Psychological studies of disability: Stereotypes, oppression, and resistance

*Reading:*


**III. Who is minding the bodies?: Power, health, and violence**

**Thurs 10/10**

Connections with the International Roundtable on global public health inequalities

[plus: sleep project visit]

*Reading:*

- review Kidder, pay special attention to chapters 23 and 24


***Draft of mid-term essay due by 11:55 p.m.***

**Tues 10/15**

Bodies in/at war

*Reading:*


**Thurs 10/17**

Violence: Perspectives at the intersection of disability, gender, and race

*Reading:*


Tues 10/22  Trading in bodies: Sexual trafficking  
Guest: Professor Jim Stewart  

Reading:  

*** midterm essay due by 11:55 p.m. ***

Thurs 10/24 [Fall Break]

IV. Minds on bodies/bodies on the mind: Beauty, objectification, self-objectification, and body image

Tues 10/29  Cultural myths about beauty (and some reading about writing)  

Reading:  

Thurs 10/31  Objectification theory  

Reading:  

Tues 11/5  Representing/internalizing/colonizing beauty ideals  

Reading:  
- Angel, Louis Ebby. Miss Body Plastik. (Film, 20 min.)

Thurs 11/7  Sexual politics, sexual violence, and the commodification of sexuality  
**Reading:**  

Tues 11/12  Miss Gulag  
In class screening of “Miss Gulag”  
**Reading:**  

*** Final paper proposal due by 11:55 p.m. ***  
***[if relevant] film reaction paper due by 11:55 p.m. ***

V. Changing bodies, changing minds: Cosmetic surgery, athletics, and the power of resistance

Thurs 11/14  Constructing bodies part 1  
**Reading:**  
Tues 11/19 Constructing bodies part 2

Reading:
- video of men “throwing like a girl”
- video of Keelin Godsey: [http://www.npr.org/2012/05/24/153589689/transgender-athlete-competes-for-olympic-spot](http://www.npr.org/2012/05/24/153589689/transgender-athlete-competes-for-olympic-spot)
- Torre and Epstein (2012) Transgender athlete competes for Olympic Spot, *Sports Illustrated*

Thurs 11/21 Film: FIXED: The Science/Fiction of Human Enhancement

***[if relevant] film reaction paper due by 11:55 p.m. ***

Tues 11/26 Minding the Student Body

Reading:

Thurs 11/28 [Thanksgiving Break]

Tues 12/3 “Final Body Exams”

- Gender Aptitude Test, from Bornstein, K. (1998). *My gender workbook: How to become a real man, a real woman, the real you, or something else entirely.* Routledge.
Thurs 12/5  Minding the body: Presentation of final projects and reflections on the semester

*** Body story #2 due by 11:55 p.m. ***

Fri, 12/13  *** Final paper due by 11:55 p.m. ***

Course policies:

- **Academic integrity:** We expect all of you to follow the College’s guidelines regarding academic integrity, outlined in the Student Handbook. Please talk to me if you are not clear how these guidelines apply to the course. If you are unsure about what might constitute a violation of academic integrity, the link above to the Student Handbook section on academic integrity should help. We will report any violation of academic integrity to the Director of Academic Programs.

- **Late work:** You may not receive extensions on work in the class, except in the most extraordinary circumstances (in which case you will need documentation from the Dean of Students Office or Health Services). Work that is turned in late for any other reason will have a third of a grade taken off for each day that it is late (e.g., a B+ would become a B if you hand in an essay or your final paper any time after the exact time that it is due – the “day late” begins immediately after the time the assignment is due; you may not turn in late work via Moodle so we strongly encourage you not to turn in late work as you will have to negotiate an alternative arrangement).

- **Incompletes:** We will only grant incompletes under extraordinary circumstances that occur in the second part of the semester. This will not include being really busy at the end of the semester.

- **Written assignments:** Please type, double-spaced with 12-point font, all of your written assignments for this course. Please do not use margins that are larger than 1 inch – all around. Don’t use smaller margins, or smaller font, either – length is not necessarily strength!

- **Religious observance:** If you will miss class to observe a religious holiday, please let us know at least two weeks in advance [where possible] so that we can make alternate arrangements.

- **Cell phones:** Please turn your cell phones and other mobile devices off or to a (completely) silent (vibrate is not silent!) mode while in class. Except under extraordinary circumstances, you may not make or accept phone calls or text messages during class. If you know you are expecting a call or text in an emergency situation, please try to let me know in advance of class that this may happen. If you must take a call, do so quietly outside of the classroom.

- **Our commitment to accessibility [adapted from Tammy Berberi, Department of French, University of Minnesota, Morris]:** We are committed to creating an accessible and inclusive class that ensures that every student can participate fully in course activities and benefit from course materials. We would be happy to talk to any of you about how to maximize your experience in this class and to discuss how you learn best. Please don’t hesitate to be in touch with your requests and suggestions.
  - What we will do for every student:
● Post assignments at least three weeks in advance of when they are due (when possible)
● Share PowerPoints and other materials used in class lectures (where applicable)
● Meet with you individually during office hours for extended study or discussion time
● Facilitate your connection to the MAX Center or other sources of study/writing support
● Provide an extra 20 minutes to complete an exam (where applicable)
● Submit an Early Academic Warning and/or contact the Dean of Students when your academic performance slips or we notice a pattern of frequent absences
● Be as flexible as possible in the event of a crisis or emergency (provided that you have also spoken to the Dean of Students)

○ What you can do if your needs are not met by the above:
  ● If you know you have a disability that affects your learning process, you must meet with Associate Dean of Students Lisa Landreman in order to receive any kind of accommodation. The Disability Services website within the department of Student Affairs is your best guide to this process. The Associate Dean of Students will provide me with a confidential letter detailing your accommodation request.
  ● Meet with one of us after you’ve met with Lisa Landreman so that we can work together to ensure that we can meet your accommodation request successfully.

● What we cannot do for you if you are not registered with Disability Services:
  ● If you wait to self-advocate until you are in trouble in this course, you may be out of luck: we cannot accommodate you retroactively
  ● Without a letter from Lisa Landreman:
    ● We cannot offer a flexible schedule of assignment deadlines
    ● We cannot offer a flexible attendance policy
Appendix 3: Minding the Body (Fall 2013)
Midterm essay assignment

Choose one of the following questions/prompts, and write a 4-6 page essay in response to the prompt. Please double-space your essays, and use one-inch margins and 12-point font. Your essays should be well-organized and well-written (with clearly developed and articulated ideas that are well-grounded in course material, and containing no grammatical or spelling errors).

You will write this essay in (at least) two stages: First, you will write a complete first draft of the essay. This should represent your best work and is due via Moodle on October 10th. Our class writing assistant Mary (in consultation with us) will provide you with feedback about your essay in an individual meeting that you must schedule with her (she will offer specific time slots the week after the essay draft is due). You will then re-write the essay, and turn in a final draft on October 22nd.

Here are the options (choose one; the questions within each option are offered as guidelines, you do not have to answer every question but you must address the main points of the option you choose):

1) You have been asked to write the introduction to a new book of advice to (non-disabled) parents raising a child with a physical disability. What would you want to say? What perspective can you offer to these potential parents about disability? What do you think they should know about how disability studies and related scholars think about disability? What insights can you offer from the experiences of disabled people themselves, in the U.S. and outside of the U.S.? You may write this as yourself, or you may take on the persona of one of the authors of a book or article from the “Would you mind that body” section of the course. Regardless of which voice you decide to write in, you must incorporate ideas and evidence from (at least) three of the readings from the relevant section of the class.

2) Consider the following quotation from feminist disability studies scholar Rosemarie Garland-Thomson: “the disability system functions to preserve and validate such privileged designations as beautiful, healthy, normal, fit, competent, intelligent—all of which provide cultural capital to those who can claim such statuses, who can reside within these subject positions” (2002, pp. 5-6). Critically analyze this quotation. (What does it mean? What are some implications of understanding or thinking this way? What insights does this claim offer? Does it matter that the author is writing in the context of the United States? Can her ideas apply differently in other places beyond the U.S.? What other social, cultural, or geographic factors might influence the designations Garland-Thomson suggests are part of the disability system? How do her ideas connect to the readings from the course?), and provide evidence for (or against) its claims, using (at least) three readings from the “Would you mind that body?” section of the course.

3) In various different ways, the readings in the “Would you mind that body?” section of the course make the claim that “problems” we typically think reside in individual (or conjoined) bodies actually reside in society; in other words, that “body problems” are really “society problems.” (Again) using at least three readings from this section of the course, critically
evaluate this claim (What does it mean? What are some implications of understanding or thinking this way? What insights does this claim offer? Can they apply differently in other places beyond the U.S. where individualism is not given the same sort of primacy? How does it connect to the readings from the course?), and review the various kinds of evidence that different authors rely on to make the claim.
Appendix 4: Quantitative Grading Rubrics for Midterm Essay and Final Project*

Midterm Essay Paper Grading Rubric
• Clear focus and coherent development of main point/argument 20
• Demonstration of understanding of course material 20
• Ability to integrate and synthesize course material 20
• Inclusion of properly cited and appropriate evidence 20
• Grammar, spelling and style 20

Total: 100

Final Project Grading Rubric
• Meets basic requirements: 10
  • Sources: inclusion of properly cited and appropriate evidence from six different sources or four sources including whole book (not including course readings, newspaper and magazine articles, published memoirs or other biographical writing).
  • Formatting: double spaced in a standard, 12-point font with one-inch margins
  • Length: 6-8 pages
• Clear focus and coherent development of main point/argument 25
• Thoughtful selection and interpretation/analysis of sources 20
• Integration and synthesis of source material 25
• Grammar, spelling and style 20

Total: 100