

Gendered Bodies

 GSWS 1130

Course Requirements &

Schedule

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 Course Policies

3-4



Course Objectives & Required Texts

Office Hours: Tues & Thurs 1:00-2:00 and by

 appointment.

For centuries, the biological sciences have embraced the human body as a product of nature in need of study, measurement, and treatment. Much of this knowledge has contributed to discourses of “normal” and “healthy” bodies. However, contemporary social science and feminist perspectives offer alternative readings of the human body as a social construction based upon cultural conventions and perceptions of gender, race, class, and sexuality. As Lorber and others have argued, “the result is a gendered body, produced for a gendered social world” (1).

This class will examine a wide variety of gendered social constructions of the human body at work, in sports, and in media images that reflect standards and ideals of “beauty,” “health” and “deviance.” We will also consider the meaning of gendered bodies in light of contemporary technologies, notably, plastic surgery, steroids, infertility treatments, that help to reveal the ways in which males, females, and “others” become “men” and “women.”

Course Description

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Contents

Dr. Frayda Cohen

Gender, Sexuality, & Women’s Studies

Email: fraydac@gmail.com

Office: 402 C Cathedral of Learning

**Texts**

Course Reading Packet. Articles available on Course web. (CW)

2007 Lorber, Judith & Lisa Jean Moore, eds. Gendered Bodies.

Los Angeles: Roxbury Press. ISBN 978-1933220413 First Edition**(GB).**

2010 Weitz, Rose. The Politics of Women’s Bodies. New York: Oxford University Press.

 ISBN 978-019934379-9 **(PWB).**

RECOMMENDED:

2007 Locke, Margaret & Judith Farqhuar. Beyond the Body Proper: Reading the Anthropology of Everyday Life.

 Duke University Press**.(BBP)**

2010 Kosut, Mary & Lisa Jean Moore. The Body Reader: Essential

 Social and Cultural Readings. NY: NYU Press. ISBN 978-0814795668 **(BR).**

2007 Bhattacherjee, Anol. Social Science Research: Principles, Methods, and Practices

“Flesh and bone in the social sciences” – The Body Reader

Course Objectives

By the end of this course, students will be able to:

* identify key social constructions of the “the body”
* understand how gender, race, class and sexuality may intersect and influence our understanding of the body in cross-cultural perspective
* identify and use inter-disciplinary social science theory and methods to critically analyze the social construction of different forms of social bodies.

**Course Policies**

**Attendance:** VERY IMPORTANT

You are paying for an opportunity to learn. Absences hurt your ability to learn and they hurt your grade.Signing up for this class indicates that you are committed to being here for the full class period each class meeting. For the purposes of this policy, you are either present for an entire class meeting or not. Late arrivals and early departures will count as absences ― really.

Unexcused absences in excess of two will be excused only under exceptional and unavoidable circumstances. Requests for excused absences must be submitted in writing, with documentation, and immediately upon a student’s return to class. Students who enroll late are not exempt from this policy.

**Assignments and Extensions**

Assignments (except for quizzes, in-class work, and the like) will be announced well in advance of due dates. If you know in advance that you can’t make a due date, please discuss it with me beforehand. In all other cases, late assignments will not be accepted.

**Grades**

**I am eager to help you do well on assignments BEFORE they are due**. Please visit me during office hours to ask me questions when you are working on an assignment or reviewing material.

Grades are final. I grade assignments and quizzes on performance, not effort. Final grades will be based on the standard university percentage scale.

The professor reserves the right to adjust students’ semester grades based upon her evaluation of their overall performance.

“I want to be covered – heavily tattooed women challenge the dominant beauty culture.”

(continued)

**Accommodations**

If you require special testing accommodations or other classroom modifications, please notify both the professor and Disability Resources and Services by the end of the first week of the term. If you have a disability, please let me know as early as you can so that I can accommodate you

**Nondiscrimination Statement**

As a professor at the University of Pittsburgh, I value equality of opportunity, human dignity, and racial/ethnic/cultural diversity. Be assured that I will promote a safe and conducive environment for learning. In accordance with University policy, I will not tolerate discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era. In addition to the University’s policy, and within the bounds of the course, I do not discriminate on the basis of political creed. This means that you do not have to agree with me in order to do well in this course. So long as you demonstrate an understanding of the course material, you are under no obligation to agree with it. I also make every effort to avoid discrimination on the basis of class or income. If there is something I can do to make the class more hospitable, please let me know.

**Grades**

**I am eager to help you do well on assignments BEFORE they are due**. Please visit me during office hours to ask me questions when you are working on an assignment or reviewing material.

Grades are final. I grade assignments and quizzes on performance, not effort. Final grades will be based on the standard university percentage scale.

**Electronic Etiquette**

With the exception of laptops used for presentations, laptops, palm pilots, cell phones, etc. are not allowed in class. Email and other social media have created an environment that encourages casual conversation, but please remember that we use these media as an extension of class. Consequently, I ask that you extend the respect and formality you use in the classroom to social media, email, discussion boards, etc.

**Classroom recording policy:**

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

**E-mail policy:**

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their [pitt.edu](http://pitt.edu/) address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail  address..

**Other Policies You Should Know**

Student Code of Conduct: [http://www.studentaffairs.pitt.edu/usjs/code.html]

Academic Integrity: [http://www.pitt.edu/~provost/ai1.html]

Plagiarism is using someone else’s ideas as your own. If you use someone else’s ideas, you are expected to cite them. If you use someone else’s exact words, even if it is part of a sentence, you should put quotation marks around them and cite them. Plagiarism is a serious academic offense and can result in failure of the assignment, the course, and other serious sanctions. If you have any questions about plagiarism, please see me.

Ground Rules for Class Discussion

**Discussion will make up a great percentage of our time in class. Following a few basic discussion guidelines will help insure that this time is productive, enlightening and fun.**

1. Follow the golden rule. Treat others as you would like to be treated.

2. Wait your turn – do not interrupt others.

3. You do not have to express your own opinion on a subject. You are also free to change your mind on any topic at any time.

4. Disagreements are natural and welcome in scholarly discussion. So are arguments. But arguments are not contests. You should grant the same courtesy and respect to the people with whom you disagree that you would want for yourself.

1. Students bring lots of interesting experiences to the classroom, and you are encouraged to bring up your experience when it is relevant to class discussion (and when you feel comfortable doing so). Everyone’s personal experience deserves respect. But if you bring up your own experience in class, please recognize that it becomes a public topic for discussion. Others may interpret your experience differently than you do, and they are free to respectfully disagree with your interpretation.

[](http://www.google.com/imgres?imgurl=http://explore.tandfonline.com/uploads/images/campaigns/BIG_7136-Gender-and-Body-Image_1000x500px.jpg&imgrefurl=http://explore.tandfonline.com/page/bes/gender-body-image&h=500&w=1000&tbnid=vrd76SSbf1ifnM:&docid=GdapeIIlGrwpNM&ei=ptsrVvuMF8iF-gHwv5aADA&tbm=isch&ved=0CEsQMygkMCRqFQoTCPv33cLr28gCFciCPgod8J8FwA)

## Disability Resources and Services:

## 140 Wm Pitt Union

## 412-648-7890 or

## 412-383-7355 (TTY). DRS will verify your disability and determine reasonable accommodations for this course.

- Beverly Yuen Thompson 2015

Using the insights of anthropology, Joseph Alter writes an ethnography of the wrestler's physique that elucidates the somatic structure of the wrestler's identity and ideology.

- The Wrestler’s Body

(continued)

[](http://www.google.com/imgres?imgurl=http://vagendamagazine.com/wp-content/uploads/2012/02/kruger1.png&imgrefurl=http://vagendamagazine.com/2012/02/your-body-is-a-battleground/&h=341&w=309&tbnid=4yVE4yZa3oReGM:&docid=19nILOgOCYP_eM&ei=v0stVpGsNcLn-wGq5ZGwAQ&tbm=isch&ved=0CEgQMyghMCFqFQoTCNGH4sjK3sgCFcLzPgodqnIEFg)

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[](http://www.google.com/imgres?imgurl=http://img2.timeinc.net/people/i/2015/news/150615/caitlyn-jenner-0-435.jpg&imgrefurl=http://www.people.com/article/bruce-jenner-reveals-caitlyn-woman&h=580&w=435&tbnid=dIDKki7OQf7QIM:&docid=sOegLgkM6I3wSM&ei=7v8rVqqIBoTj-QHU77PQDg&tbm=isch&ved=0CDcQMyg0MDQ4ZGoVChMIqre7j47cyAIVhHE-Ch3U9wzq)

#### “For all intents and purposes, I am a woman.”

#### - Bruce Jenner

#### NPR, April 24, 2015

## Ground Rules for

## Discussion:

Discussion will make up a great percentage of our time in class. Following a few basic discussion guidelines will help insure that this time is productive, enlightening and fun.

**1**. Follow the golden rule.

**2**. Wait your turn.

**3**. You are free to change your mind!

**4**. Disagreements are natural but grant every- one respect.

**5**. if you bring up your own experience in class, please recognize that it becomes a public topic for discussion. Others may interpret your experience differently than you do, and they are free to respectfully disagree with your interpretation.

Course Requirements: 300 Points

**I. CLASS ATTENDANCE & PARTICIPATION (25 points):**

It is very important that you attend all sessions to benefit fully from the readings, lectures, and class discussion. In order to participate actively in discussion, you should prepare the assigned readings *before* class.

Discussion Leader

One part of each seminar will be led by one or two members of the class. Coordinators are responsible for providing a brief introduction to the day’s readings (identify key terms and concepts, links to other readings) and to initiate discussion based on questions they have developed. Discussion plan should be posted to CW two days in advance.

**II. Writing Journals: Total (100 Points)**

Throughout the semester you will be compiling a writing journal that will consist of 4 Response Outlines. Outlines should identify key terms, important quotes and questions for discussion in class. Outlines should also identify and reflect on key characteristics of the research project in question. For example, were interviews conducted? If so, were pseudonyms used? Why/why not? What are the implications of the researchers choices? Each assignment will be graded on a 25 point scale.

Note: Email submissions are NOT acceptable. If you are unable to attend class you may email the paper to meet the deadline but must still submit a hardcopy of the paper for comments.

Papers should be 1-2 pages in length and are due in class on the day the readings are designed for discussion.

**III. Quizzes (50 Points)**

**Quizzes (2 @ 25 points):**

Two primarily short answer quizzes will be given.

**No make-up quizzes will be given.**

**IV. Final Paper and Presentation (125 points):**

The final paper (12-15 pages typed, double spaced) will address a research question developed by you and approved by me. Presentations should be approximately ten minutes and must reflect themes discussed in your final research paper. See handout on course-web for details.

1. Research Paragraph: A one paragraph description of your proposed research subject is due in class on Tuesday, October 25. This is not a graded assignment but is designed to ensure that you have a viable research question in mind.
2. Annotated Bibliography: A short description of each text you are using and an explanation of why it is relevant to your argument. You should have 5-7 sources from outside of class and most of these should be academic, peer-reviewed sources. You should utilize at least 3 in-class sources.

Changes in topic will not be accepted after these are collected on Nov. 13.

1. Draft (25 points): A completed first draft of your paper is due for comments on Nov. 29.

 

## Course Requirements Cont.

**IV. Final Paper and Presentation (125 points):**

The final paper (10-12 pages typed, double spaced) will address a research topic on a particular gendered body issue. See handout on course-web for details.

1. Research Paragraph: A one page description of your proposed research subject is due in class on Tuesday, October 18. Your project must employ at least one of the social science methodologies discussed in class “Research Notes” (e.g. participant observation, case studies, interviews, etc). Moreover, you should be prepared to explain which method was chosen and why.
2. Annotated Bibliography: A short description of each text you are using and an explanation of why it is relevant to your project. You should have 3-5 academic sources from outside of class and at least 3 in-class sources. Changes in topic will not be accepted after these are collected on Oct. 25.
3. Draft (25 points): A completed first draft of your paper is due for comments on Nov. 29
4. Presentation - should be approximately ten minutes you will present your arguments and findings of your project to the class using visual aids, multimedia, role plays, etc. to make your presentation original and engaging.
5. Papers (100 points): Your final paper will include two parts: First, you will report on your results and apply theoretical perspectives from our readings in anthropology, sociology, etc. to interpret those results.

 Second, you will critically reflect on the project and your

 experience conducting the project, the benefits and

 limitations of the methodology you employed, and how that

 compares to the expectations you identified in your research

 paragraph.

 *The papers are due in the GSWS office NO LATER than 4:30PM* ***on December 13***.

[](http://www.google.com/imgres?imgurl=http://24.media.tumblr.com/7c8b064a98ab68fdcafa986a014ec45d/tumblr_mh5f6htH8i1r6m2leo1_500.jpg&imgrefurl=http://rebloggy.com/post/history-lgbtq-trans-gender-queer-anthropology-femme-two-spirit/41383164754&h=336&w=500&tbnid=M6GxbNDrRAAXJM:&docid=SDoPNCO6HFZ54M&ei=OUotVuHMFYez-wGg2JqoDg&tbm=isch&ved=0CFIQMyhPME84ZGoVChMIoc3GjsneyAIVh9k-Ch0grAbl)

Need ideas for research?

1. Where do you see “gendered bodies” in your community? Video games? hair salons? Weight loss clinics?

2. What interests you ? This is a project you will live with for awhile and your enthusiasm (or lack thereof) will show!!

3. Consider the social science research methods we are discussing in class (e.g. participant observation, surveys, interviews, statistics) – which of these will work for you?

4. Still not sure? Let’s talk!

What does a normal male body look like?



[](http://www.google.com/imgres?imgurl=http://www.futilitycloset.com/wp-content/uploads/2011/06/2011-06-30-anthropology.jpg&imgrefurl=http://www.futilitycloset.com/2011/06/30/anthropology/&h=300&w=300&tbnid=81F31IA3BpwDLM:&docid=_1M3YrIJXxckLM&ei=YEktVvTbLcLh-QGq9ayYDQ&tbm=isch&ved=0CGkQMygtMC1qFQoTCPSLoqfI3sgCFcJwPgodqjoL0w)



Semester Schedule of Readings and Assignments

***WEEK 1***: Overview

**August 28** Discuss: Overview of Class

 In-class Exercise; “Our Bodies, Our Selves”

**August 30** Film: *Naked States*

 Research Notes: Participant Observation

***WEEK 2***: **Social Constructions of “The Body”**

**September 4** Discuss: Lorber & Moore (Intro and Chapter 1)

 Howson – “The Body in Everyday Life” *In*

 The Body in Society 2004. (CW)

**September**  **6**  Discuss: Bartky, S. “Foucault, Femininity and the Modernization of Patriarchal

 Power” (PWB, pp. 64-85).

 Foucault, M. 1975. Discipline & Punish: The Birth of the Prison.

 NY: Random House. “Docile Bodies” (135-160). (CW)

***WEEK 3***: ***Male, Female and “Other” Bodies***

**September 11** Discuss: Fausto-Sterling, A. 2000. “Should there be more than two sexes” In

 Sexing the Body. Pp. 115-145 (CW).

Lorber and Moore – Chapter 5, “Aligning Bodies, Identities, and Expressions: Transgender Bodies”.

**September**  **13** Film: *You Don’t Know Dick*

 Research Notes: Case Studies – what are they and how are they used?

***WEEK 5***: ***Male, Female and “Other” Bodies***

**September 25** Discuss: Kulick, Don (September 1997). ["The gender of Brazilian transgendered prostitutes"](https://dx.doi.org/10.1525/aa.1997.99.3.574). [*American Anthropologist*](https://en.wikipedia.org/wiki/American_Anthropologist) ([Wiley](https://en.wikipedia.org/wiki/Wiley-Blackwell)) **99** (3): 574–585.

 Nanda, S. 2000. “The Hijras of India: Neither Man Nor Woman” In

 Gender Diversity: Cross Cultural Variations. Long Grove, IL:

 Waveland Press. Pp. 27-42 (CW).

**September**  **27** Discuss: Bornstein, K. 1994. Gender Outlaw: On Men, Women, and the Rest of Us. NY: Routledge (CW)

 Butler, J. “From Bodies That Matter.” (BBP)

Pande, Amrita . 2011. "Transnational commercial surrogacy in India: gifts for Global Sisters?" Reproductive Biomedicine Online 23 (5) 618-625. [Link](https://exchange.pitt.edu/owa/redir.aspx?C=d5IF5moBQE-unfGedpl3HHZ79RPn2dBIHDQnDGXPeoXyq6XmDQT3XMQP4S3YLmGAZp-iq1WhYx4.&URL=http%3a%2f%2fpitt.summon.serialssolutions.com%2f2.0.0%2flink%2f0%2feLvHCXMwVV1BDgIxCCTevZjo2Q80sUtbytm48QH6AArtcU_-P1LjQT8AJxgmmWEAzkjmJMOhi3TmxfXacsGU1C5qben5T1H5s83XA-z6doTnentc7-EbBhDUCVMMqoyKNQ8hH8_S0Q-JOBjnq0mvPKgZWakO51xZqDRhb7lIGg7RiSWeYC9TNL69PuYyewOT3ikr)

Pfeffer, Naomi. 2011. “Eggs-ploiting women: a critical feminist analysis of the different principles in transplant and fertility tourism.” Reproductive Biomedicine Online 23 (5): 634-641. [Link](https://exchange.pitt.edu/owa/redir.aspx?C=d5IF5moBQE-unfGedpl3HHZ79RPn2dBIHDQnDGXPeoXyq6XmDQT3XMQP4S3YLmGAZp-iq1WhYx4.&URL=http%3a%2f%2fpitt.summon.serialssolutions.com%2f2.0.0%2flink%2f0%2feLvHCXMwVZ2xDsIwEEMjdhYkmPmBSE0vd01mRMUHwAf0zsnYqf8vrogBvsCbnyzZcghXmuAhw9E12f4X14qyUM6GwaBj479G5Y-bz6dwaOs5vOb78_aI3zOAaB6YKAIFTj9VAXHtzNoTQczxlrOmbq7WS-G6kIg6xgs4IY_qwlWHni7huOyl8XX7jMvwBr4fKd0)

[](http://www.google.com/imgres?imgurl=https://aguirre8.files.wordpress.com/2012/11/skiny.jpg&imgrefurl=https://aguirre8.wordpress.com/2012/11/01/dress-gender-and-the-public-display-of-skin/&h=396&w=396&tbnid=euK7CTSjOZXN3M:&docid=xBYoosDwib2k-M&ei=p0wtVpPzIYvb-QHTjLTQBA&tbm=isch&ved=0CEAQMyg9MD04yAFqFQoTCNPinrfL3sgCFYttPgodUwYNSg)

***WEEK 6***: **Female Bodies in a Social Context**

**October 2** Discuss: Weitz, R. “A History of Women’s Bodies” pp. 3-12. (PWB)

Young, Iris Marion. “Breasted Experience: The Look and the Feeling Women’s Bodies” pp. 107-119.

**October 4** Film: *Chris Rock’s Good Hair*

Research Notes: Interviewing

 Discuss: Patton, T.O. “Hey Girl, Am I More Than My Hair? African American Women and Their Struggles with Beauty, Body Image and Hair” pp. 349-366. (PWB)

***WEEK 7***: **Male Bodies in a Social Context**

**October 9**  Discuss: Lorber & Moore – Chapter 4, “ Adonis,

 Don Juan, and “Real Men”.

 Immergut, M. “Manscaping: The Tangle of Nature, Culture, and Male

 Body Hair pp. 287-304. (BR)

**October 11**  Due: Mid-Term Quiz

***WEEK 8***: ***(Re)Constructing Bodies***

**October 16**  Discuss: Davis, K. 2002. “A Dubious Equality - Men, Women, and Plastic Surgery”

 In Body and Society 8 (1).

Cognard-Black, J. 2007 “Extreme Makeover- Feminist Edition.” Ms. Magazine. Pp. 46-49.

**October 18**  Film: *Youth Knows No Pain*

 Research NOTES: Interpreting Data

Due: Research Paragraphs

***WEEK 9***: ***(Re)Producing Bodies***

**October 23**  Discuss: Pande, Amrita . 2011. "Transnational commercial surrogacy in India:

 gifts for Global Sisters?" Reproductive Biomedicine Online 23 (5) 618-

 625. [Link](https://exchange.pitt.edu/owa/redir.aspx?C=d5IF5moBQE-unfGedpl3HHZ79RPn2dBIHDQnDGXPeoXyq6XmDQT3XMQP4S3YLmGAZp-iq1WhYx4.&URL=http%3a%2f%2fpitt.summon.serialssolutions.com%2f2.0.0%2flink%2f0%2feLvHCXMwVV1BDgIxCCTevZjo2Q80sUtbytm48QH6AArtcU_-P1LjQT8AJxgmmWEAzkjmJMOhi3TmxfXacsGU1C5qben5T1H5s83XA-z6doTnentc7-EbBhDUCVMMqoyKNQ8hH8_S0Q-JOBjnq0mvPKgZWakO51xZqDRhb7lIGg7RiSWeYC9TNL69PuYyewOT3ikr)

 Pfeffer, Naomi. 2011. “Eggs-ploiting women: a critical feminist analysis

 of the different principles in transplant and fertility tourism.”

 Reproductive Biomedicine Online 23 (5): 634-641. [Link](https://exchange.pitt.edu/owa/redir.aspx?C=d5IF5moBQE-unfGedpl3HHZ79RPn2dBIHDQnDGXPeoXyq6XmDQT3XMQP4S3YLmGAZp-iq1WhYx4.&URL=http%3a%2f%2fpitt.summon.serialssolutions.com%2f2.0.0%2flink%2f0%2feLvHCXMwVZ2xDsIwEEMjdhYkmPmBSE0vd01mRMUHwAf0zsnYqf8vrogBvsCbnyzZcghXmuAhw9E12f4X14qyUM6GwaBj479G5Y-bz6dwaOs5vOb78_aI3zOAaB6YKAIFTj9VAXHtzNoTQczxlrOmbq7WS-G6kIg6xgs4IY_qwlWHni7huOyl8XX7jMvwBr4fKd0)

**October 25**  Discuss: Martin, E. 2001. The Woman in the Body. (Excerpt) NY: Beacon Press.

 Anagnost, A. 1995. “Surfeit of Bodies” In Conceiving the New World

 Order. Berkeley: University of California Press.

 Due: Annotated Bibliography

Pande, Amrita . 2011. "Transnational commercial surrogacy in India: gifts for Global Sisters?" Reproductive Biomedicine Online 23 (5) 618-625. [Link](https://exchange.pitt.edu/owa/redir.aspx?C=d5IF5moBQE-unfGedpl3HHZ79RPn2dBIHDQnDGXPeoXyq6XmDQT3XMQP4S3YLmGAZp-iq1WhYx4.&URL=http%3a%2f%2fpitt.summon.serialssolutions.com%2f2.0.0%2flink%2f0%2feLvHCXMwVV1BDgIxCCTevZjo2Q80sUtbytm48QH6AArtcU_-P1LjQT8AJxgmmWEAzkjmJMOhi3TmxfXacsGU1C5qben5T1H5s83XA-z6doTnentc7-EbBhDUCVMMqoyKNQ8hH8_S0Q-JOBjnq0mvPKgZWakO51xZqDRhb7lIGg7RiSWeYC9TNL69PuYyewOT3ikr)

Pfeffer, Naomi. 2011. “Eggs-ploiting women: a critical feminist analysis of the different principles in transplant and fertility tourism.” Reproductive Biomedicine Online 23 (5): 634-641. [Link](https://exchange.pitt.edu/owa/redir.aspx?C=d5IF5moBQE-unfGedpl3HHZ79RPn2dBIHDQnDGXPeoXyq6XmDQT3XMQP4S3YLmGAZp-iq1WhYx4.&URL=http%3a%2f%2fpitt.summon.serialssolutions.com%2f2.0.0%2flink%2f0%2feLvHCXMwVZ2xDsIwEEMjdhYkmPmBSE0vd01mRMUHwAf0zsnYqf8vrogBvsCbnyzZcghXmuAhw9E12f4X14qyUM6GwaBj479G5Y-bz6dwaOs5vOb78_aI3zOAaB6YKAIFTj9VAXHtzNoTQczxlrOmbq7WS-G6kIg6xgs4IY_qwlWHni7huOyl8XX7jMvwBr4fKd0)

What is a body worth?



[](http://www.google.com/imgres?imgurl=http://www.trulyhuge.com/pumping-iron.jpg&imgrefurl=http://www.trulyhuge.com/pumping-iron.htm&h=500&w=350&tbnid=GHZKRnKBhVGk4M:&docid=FOT7wTR2po983M&ei=3U0tVuT2Bou1-AHG85T4AQ&tbm=isch&ved=0CB0QMygAMABqFQoTCKTZ7MrM3sgCFYsaPgodxjkFHw)

***WEEK 10***: ***Body Parts and (Dis)Ability***

**October 30** Discuss: Scheper-Hughes, N. 2002. “The Ends of the Body – Commodity

 Fetishism and the Global Traffic in Organs.”

 Van Djick, J. “Bodyworlds: The Art of Plastinated Cadevers.” (BBP)

 Haddow, G. “The Phenomenology of Death, Embodiment, and

 Organ Transplantation.” (BR)

**November 1** Discuss: Frank, A. “The Body’s Problem with Illness.” (BR)

 Garland-Thomson, R. “Integrating Disability, Transforming Feminist Theory”

 pp. 86-104. (PWB)

***WEEK 11***: **Deviance and Aesthetics**

**November 6**  Discuss: Thompson, B. Y. 2015. Covered in Ink: Tattoos, Women, and the Politics of the Body. NY: New York University Press.

**November 8**  Discuss: Kwan, S. “Navigating Public Spaces: Gender, Race, and Body Privilege

 In Everyday Life.” (PWB)

 TBA

***WEEK 12***: ***Bodies at Play***

**November 13**  Discuss: Lorber and Moore – Chapter 6, “Sports: The Playing Ground of Gender”

**November 15** Discuss: Alter, J. 1994. “Celibacy, Sexuality, and the Transformation of Gender

 Into Nationalism.” *Journal of Asian Studies*, 53, no. 1:45-66.

 Klein – Pumping Iron.

***WEEK 13***: ***Bodies at Play***

**November 20**  Film: *Pumping Iron*

**November 22**  NO CLASS: THANKSGIVING

***WEEK 14***: ***Bodies at Work***

**November 27** Discuss: Slavishak, E. “Made by the Work: A Century of Laboring

 Bodies in the United States.” (BR)

Due: Final Paper Draft.

**November 29** Due: Final Quiz

What is a body worth?

***WEEK 15***: ***Presentations***

**December 4**  Due: Research Presentations

**December 6**  Due: Research Presentations

***WEEK 16***: ***Final Papers Due***

**December 13 – Final papers due in GSWS by 4:30PM**