This course will explore a broad range of contemporary theory concerned with bodies, embodiment, and bodily difference. As a field shaped by questions of gender, sexuality, dis/ability, and race, body theory is generally concerned with power and inequality, difference and resistance. Yet body theory also has its critics who accuse it of losing track of the physical realities of embodiment in favor of abstract, overly-constructivist approaches—such as those who inundate Judith Butler with the demand “What about the materiality of the body, Judy?” We will examine all sides of this critique, as well as the usefulness of body theory for students’ own fields and interests, and its relevance to our own embodied experiences.

**Required Texts:**
(At A Room of One’s Own, 307 W. Johnson St., 257-7888)

Michel Foucault. *The Foucault Reader*. (FR)
Susan Bordo. *Unbearable Weight: Feminism, Western Culture, and the Body.*

(Recommended text: Margaret Cho, *I’m the One That I Want.*)

Plus a number of course readings, available either as a bound course reader or through Electronic Reserve at the library (We will decide this on the first day of class). (CR/ER)

***

**Course Requirements for All Students:**

1. **Course participation and attendance.** Active and engaged participation is essential for this course, and is not possible without regular attendance. More than three (3) missed classes will lower your semester grade, as will frequent tardiness. I expect everyone to listen carefully in every class session; if you are more comfortable writing your thoughts than speaking aloud, you may show your engagement with the course through your written work.
2. **Reading/Discussion Questions:** Each **Wednesday by 12:00 noon**, beginning on **January 30**, you are required to post a question to the “Discussion” section of our Learn@UW page on the course readings for the previous or current week. Questions may be simple or complex, short or long, single or multiple. There are absolutely no questions too basic or “stupid” to ask! I will answer some questions online and integrate others into our class lectures and discussions. You will receive 10 points for each week on which you post at least one question, and your semester grade for discussion questions will be calculated out of a total of 130 points.

3. **Response Paper, DUE Feb 7:** A 2-3 page paper which responds to any of the readings studied in class up until that day. For more details, see the handout “Response Papers and Critical Papers.”

4. **Presentations:** You will each make a brief (2-5 min.) presentation to the class which can be creative, critical, or a combination of both. I will explain presentations in more detail in class when we sign up for them. **On the day of your presentation, a 1-page write-up of your presentation is also due.**

**Additional Course Requirements for UNDERGRADUATE Students:**

1. **Critical Paper, DUE MAR. 13:** One short (4-5 page) critical paper on course readings. Topics will be distributed two weeks in advance. For more details, see the handout “Response Papers and Critical Papers.”
2. **Midterm Exam, DUE APRIL 15:** This take-home exam will be primarily in essay form and will be entirely based on our discussions of readings in class.
3. **Final Project, DUE MAY 8:**
   The final project may take one of the following forms:
   1) A **critical paper** of 7-8 pages.
   2) A **substantial creative project** (art, creative writing, performance, etc.) accompanied by a 3-4 page **critical paper** explaining how the project relates to the theories we read in class.

**Breakdown of Undergraduate Semester Grade:** Discussion Questions 10%, Response Paper 10%, Critical Paper 20%, Midterm 20%, Final Project 20%, Presentation 10%.

**Additional Course Requirements for GRADUATE Students:**

1. **Précis, DUE MAR 27:** A 6-8 page précis of one of the five main texts assigned for the class. This assignment requires that you read the entire text, not just the excerpts assigned in class. In the case of the *Foucault Reader*, you would not read the rest of the *Reader*, but rather, one of his complete books: either *The History of Sexuality, Part I*, or *Discipline and Punish*. I advise you to choose your text early in the semester, keeping in mind that you may choose a text which appears on the syllabus after the précis due date. For more details, see the handout “Précis Assignment.”
2. **Graduate student discussion section:** Graduate students are expected to meet separately, in addition to our regular class meetings, a total of six (6) times during the
semester: three (3) times as a group on your own, and three (3) times with me. See the syllabus for more details.

3. Final Project, DUE MAY 12: The final project will be a seminar length (20-30 page) critical research paper. If you wish to integrate any form of creative work into this paper, please see me early in the semester to discuss it.

***

Course Policies:

1) Communication between Professor (me) and Students (you): Please do not rely entirely upon email to communicate with me. In general, it takes me at least 24 hours to respond to emails, and when my inbox gets very full, some messages can be overlooked. For simple questions, I prefer that you ask during class, rather than emailing. For complex questions, I prefer that you ask during office hours. I will not read and respond to paper drafts by email, but I am very happy to discuss paper drafts in office hours. Finally, I will NOT discuss grades by email or before/after class. All questions regarding grades must be brought to me in person during office hours or appointments.

2) Classroom Conduct: Please respect your fellow students’ right to a quiet and non-distracting learning environment. Cell phone use, websurfing, texting, Ipods, and other distractions of modern life are NOT allowed during class. If you use a laptop computer during class, you may be asked to show your screen at any time, and if you are doing anything other than taking notes, your participation grade will be zeroed for that day, and you may also be banned from using a laptop in future classes.

3) Academic Misconduct: This class will strictly follow and enforce the university’s policies on academic misconduct such as plagiarism and cheating. UWS 14.03 defines academic misconduct to include acts in which a student seeks to claim credit for the work or efforts of another without authorization or citation. Examples include but are not limited to: cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web or written texts without crediting the source; using notes in an exam when such use is not allowed; using another person’s ideas, words, or research and presenting it as one’s own by not properly crediting the originator; stealing examinations or course materials; signing another person’s name to an attendance sheet; hiding a book knowing that another student needs it to prepare an assignment; and collaboration that is contrary to the stated rules of the course. Complete information on academic misconduct is at www.wisc.edu/students/saja/misconduct/academic_misconduct.html. Exams must include a signed honor pledge: “I have neither given nor received aid on this exam.”

***

Statement on Accessibility:

It is very important to me to fully include all students with disabilities or learning differences in this course. Please let me know as early in the semester as possible if you need any accommodations in the curriculum, instruction, or evaluation procedures in order to enable you to participate fully. The McBurney Center will provide useful assistance and documentation. The syllabus and all course materials are available in large print or electronic formats on request, and will be posted on Learn@UW as much as possible.
Statement on Grade Appeals:
If you have questions about a grade, please speak first to me. If the question is not resolved, speak with the Chair, Julie D’Acci, or Associate Chair, Nancy Kaiser. They will attempt to resolve the issue informally and inform you of the Appeals Procedures if no resolution is reached informally.

***

Jan. 22: Introductions
Jan. 24: Foucault: Bio-Power
   FR, 258-272

Jan. 29: Foucault: The Repressive Hypothesis
   FR, 292-329
   Jan. 31: CR/ER: M.E. Bailey, “Foucauldian Feminism: Contesting Bodies, Sexuality, and Identity”

Feb. 5: Foucault: Docile Bodies
   FR, 170-205
   ***Grad. students meet with me in office hours, Wed. Feb. 6, 1:00-2:00 p.m.
Feb. 7: Foucault: Surveillance and Panopticism
   FR, 206-225
   CR/ER: Shapiro, “Panopticon” from Archaeologies of Vision
   RESPONSE PAPER DUE

Feb. 12: Feminism and Foucault
   CR/ER: Sandra Lee Bartky, “Foucault, Femininity, and the Modernization of Patriarchal Power”
   CR/ER: Lois McNay, “Power, Body, and Experience,” from Foucault and Feminism
   CR/ER: Kate Soper, “Forget Foucault?”
Feb. 14: Foucault in Practice
   CR/ER: Honi Fern Haber, “Foucault Pumped: Body Politics and the Muscled Woman”
   CR/ER: Eugenia Kaw, “Medicalization of Racial Features”

Feb. 19: Foucault in Global Practice
   CR/ER: Roger Deacon, “Despotic Enlightenment: Rethinking Globalization after Foucault”
Feb. 21: Reading Catch-Up Day

Feb. 26: Ab/Normal Bodies
   Susan Bordo, Unbearable Weight, 1-42, 139-212
Feb. 28: Presentations: Group 1

Mar. 4: Unbearable Weight, 245-275
   ***Grad. students meet with me in office hours, Wed. Mar. 5, 1:00-2:00 p.m.
Mar. 6: Presentations: Group 2

Mar. 11: Rosemarie Garland Thomson, *Extraordinary Bodies*, 4-53
Mar. 13: *Extraordinary Bodies*, 55-80
CRITICAL PAPER DUE

Spring Break!!!

Mar. 25: “Objective” Bodies and Medical Knowledge-Making
   Biology”
Mar. 27: Kurosawa, *The Expressiveness of the Body*, 7-14, 111-151
   PRÉCIS DUE (graduate students only)

Apr. 1: *The Expressiveness of the Body*, 153-192
Apr. 3: Presentations: Group 3
   MIDTERM EXAM distributed in class.

Apr. 8: Violence and Racialized Bodies
   Dorothy Roberts, *Killing the Black Body*, 3-55
Apr. 10: *Killing the Black Body*, 150-201, 294-312

   MIDTERM EXAM DUE
   ***Grad. students meet with me in office hours, Wed. Apr. 16, 1:00-2:00 p.m.
   Chicano Subjectivity”

Apr. 22: Performing Bodies: Gender, Sex, Race, Dis/ability
   CR/ER: Rosemarie Garland Thomson, “Dares to Stares”
   CR/ER: Rebecca Schneider, “Binary Terror and the Body Made Explicit”
   CR/ER: Nomy Lamm, “Private Dancer”
   ***Apr. 23, 7:00 p.m.: FILM screening: Margaret Cho, I’m the One That I Want
Apr. 24: Margaret Cho, I’m the One That I Want

Apr. 29: Gender and Materiality
   CR/ER: Donna Haraway, “A Manifesto for Cyborgs”
   CR/ER: Anne Balsamo, “Reading Cyborgs, Writing Feminism”
   CR/ER: Jennifer González, “Envisioning Cyborg Bodies”
May 1: CR/ER: Judith Butler, excerpts from *Bodies That Matter*

May 6: Butler concluded and course review
May 8: FINAL PROJECTS DUE

May 12: GRADUATE STUDENT FINAL PROJECTS DUE