This course examines human bodies as the products of both biology and culture, exploring the relationship among mind, body, and society in a variety of times and places.

We begin by critiquing notions of the body as a natural, universal object and by examining how bodies are perceived, known, and understood by medical traditions around the world.

Next, we seek to understand the experience of living in and encountering the world through our bodies, and we will explore a variety of ways in which social and symbolic relationships are both shaped by and become inscribed on the body.

The latter portion of the course will examine the regulation and control of bodies and the ways in which bodies resist mechanisms of power. Finally, we end the course by exploring the effects of changing technologies on the way we inhabit and understand our bodies.

### Student Learning Outcomes

By the end of the class, students should be able to:

- Analyze ways in which the human body both shapes and is shaped by sociocultural, historical, and political processes.
- Identify and critically evaluate key questions and theoretical approaches used in the anthropological study of the body.

### Required Books

Course Requirements

Activities and Quizzes (15% of grade)

The weekly class session is a main source of learning for the course. Please arrive to class on time and plan to stay for the entire session.

There will be multiple activities during class sessions throughout the quarter. These may include quizzes, reflections, film viewing guides, or other activities. No make-up or late assignments will be accepted, and missing more than one activity will have a negative effect on your grade in the class. If you must miss a class session, check the course website to access any handouts and presentations slides, and ask another student for a copy of the notes.

Reading Reflections (25% of grade)

Written, 300-word reflections on weekly readings are required for at least FIVE weeks throughout the class. These reflections can respond to one or several of the assigned readings. They should not simply summarize the readings, but should offer critical comments and raise questions or possible topics for discussion. Reflections should be posted to the course MessageBoard on EEE by midnight on Sunday evening of each week. Reflections posted after this time will not receive credit. Please read through the reflections that have been posted to prepare for class discussion the next day. You are welcome to respond to other students or post additional thoughts and comments on the board.

One reflection may be on the Bodies Exhibition in Buena Park. More information about this exhibition and the scheduling of a group field trip will be distributed in class.

Final Exam (30% of grade)

A cumulative, take-home final exam with short answer and essay questions will be due on the scheduled final exam date. Late exams will only be accepted in extraordinary (and well documented) situations.

Body Map, Bongiwe, self portrait, 2008, South Africa. MAA

Prosthetic Arm, Pringle & Kirk, 1920, Belfast. MAA

Multiple Transplant, Roy Caine, 1990s, MAA

Research Paper (30% of grade)

There are two options for this research project:

a. Field Project: Engage in a new-to-you form of bodily practice throughout the quarter. For example, you may choose to take a class in yoga, tai-chi, meditation, aerobics, a martial art, a form of dance, or ASL; you may engage in a new exercise or sport such as running, swimming, soccer, or weight training; or you may participate in a new healing practice such as massage or acupuncture. Participate in at least 5 sessions over the course of the quarter, keeping field notes to record your observations and experiences.

2. Outline (30 points): Write a 1-2 page outline of your paper, identifying your thesis statement and the arguments/evidence you will use to support it.

3. Paper (70 points): Write a 1,500 word (~6 double-spaced pages plus a bibliography) paper analyzing and presenting your findings.

This project and each of the options will be discussed more during class sessions, and a grading rubric will be posted to the course website.

Please respect deadlines: 5 points a day will be deducted for each day a portion of this assignment is late.

b. Library Project: Using library resources, write a literature review on any topic of your choice related to the anthropological study of the body.

Complete the project in three stages:

1. Proposal (20 points): Write a 1-paragraph (~150 words) description of your research topic. If you are planning to complete the field project, include a tentative schedule for your activities. If you are planning to complete the library project, include the references for at least 3 scholarly sources you plan to use to begin research.

2. Outline (30 points): Write a 1-2 page outline of your paper, identifying your thesis statement and the arguments/evidence you will use to support it.

3. Paper (70 points): Write a 1,500 word (~6 double-spaced pages plus a bibliography) paper analyzing and presenting your findings.

Feel free to talk with me about your topic ideas, and remember that there are a variety of other resources available: the Anthropology Reference Librarian, Ms. Pauline Manaka, has developed an [online guide to Anthropology scholarship](https://www.library.ucsb.edu/research/anthropology), and the [UCI Writing Center](https://writingcenter.uci.edu) offers drop-in peer consultations for students at any stage of the writing process.

A course website can be found through the EEE system at [https://eee.uci.edu/13f/60240](https://eee.uci.edu/13f/60240). The site includes links to readings, assignment info, lecture slides and handouts, and information about campus resources.
**Course Policies**

**Disability Services**

The UCI Disability Services Center ensures access to educational programs and resources for all students. The Center assists students whose disabilities include, orthopedic, visual, hearing, learning, chronic health, and psychological disabilities.

If you need an accommodation because of the impact of a disability, please contact the Center at 949-824-7494 or [http://disability.uci.edu/](http://disability.uci.edu/) and bring your faculty notification letter to me.

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**Communication**

To speak in person, come to my office hours on Monday or Wednesday afternoons or make an appointment.

Outside of office hours, email (ajenks@uci.edu) is generally the best way to contact me. During the week (M-F), I will respond to messages within 24 hours.

To allow me to identify your message and respond in a timely manner, please include the name of the course in the subject line and your full name in your message.

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**Technology**

Electronic devices are useful tools but often distract from learning. Make sure your cell phones and mp3 players are silenced and put away during class. Do not text or make/accept phone calls during class.

You may use a laptop/tablet in class, but only to take notes or access class materials like lecture slides. Do not use your laptop to explore the internet, Tweet, browse Facebook, etc. If you bring a laptop, please sit in the back row or against the side wall to avoid distracting other students.

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**Academic Integrity**

Learning in this class depends on you completing all required assignments yourself. Violations of academic integrity (cheating, plagiarism, etc.) will result in no credit for the assignment and possible course failure and referral for disciplinary action. If you are unfamiliar with UCI’s policies on academic integrity, please go to [http://www.editor.uci.edu/catalogue/appx/appx.2.htm](http://www.editor.uci.edu/catalogue/appx/appx.2.htm)

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**Grade Change Requests**

If you believe there is a mathematical error in the calculation of your grade, please come to my office hours or send me an email. Requests for a regrade should be submitted in writing. Please provide your original assignment and a detailed explanation of how you believe your work meets the requirements of the assignment/rubric.

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Image credit: The Head of the Blue Chip II, Dianne Harris, 2009, [MAA](http://www.maa.org)
## Course Schedule & Assignments

(Changes to this schedule may be made as necessary).

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DATE</th>
<th>WHAT TO READ</th>
<th>WHAT’S DUE</th>
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Murphy, Robert. *The Body Silent*, pg. xi-111. | Syllabus quiz (online)      |
Murphy, Robert. *The Body Silent*, pgs. 112-231. | Syllabus quiz (online)      |
### Course Schedule & Assignments
(Changes to this schedule may be made as necessary).

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<th>WHAT’S DUE?</th>
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</table>
| **Week 5:** Normative Bodies II: Sex, Gender, and Beauty | Mon, 10/28 | Bloom, Amy. 2002. “Hermaphrodites with Attitude: The Intersexed.” Pp. 113-144 in *Normal*.  
Teman, Elly, *Birthing a Mother*, Introduction. |  |
Teman, Elly, *Birthing a Mother*, Chapters 1-3, 5-6 |  |
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<tr>
<td>Week 7:</td>
<td>Mon, 11/11</td>
<td>NO CLASS: Veterans' Day</td>
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Sharp, Lesley, Strange Harvest, Introduction and Parts 1-2.                                                                                                           |                                   |
Sharp, Lesley, Strange Harvest, Parts 3-4 and Epilogue.                                                                                                                   | Research paper final draft         |
| Final Exam                    | Mon, 12/9 | Monday, December 9, 7-9pm                                                                                                                                                                                                                                                                                                                 | Take home final exam due by 9:00pm  |