

Anthropology of the Body: Its Aftermath
Winter 2020 ANTH 407 (crn16124)
Professor Sandra Teresa Hyde



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SEMINAR: Wednesday 2:35-5:15 in SSOM room 102

OFFICE HOURS: Thursday 1 to 3 in 818 Leacock – sign-up sheet on door

OVERVIEW:

This seminar in medical anthropology is designed for U3 undergraduates majoring in anthropology, social science and medicine minors who have completed their 200 and 300 level anthropology courses, or those who have strong background in social and cultural theory. This seminar problematizes the body as a subject of anthropological, historical, psychological, medical, scientific and literary inquiry. It begins with the question, raised by sociologist Loic Wacquant, “What difference would it make if social theory and research took seriously the fact that social agents are prior to anything else, sentient, sensuous, and gendered beings of flesh, bones and emotions?” Drawing on an interdisciplinary array of readings, we explore the transformations of social and cultural logics in studies of the body over time. Our specific themes allow us to rethink the body in light of: seeing with our ears and hearing with our eyes; phenomenology, existentialism and the body; Foucauldian bio-politics; gendered kinship conundrums; racism, science, and biomedicine’s aftermath; war written on the body politic; disciplining bodies through cure and risk, and last but not least, the celebrated and desired body.

The assigned readings correspond to the general theme of each week’s seminar. Students are held responsible for all assigned readings (between 50-100 pages per week). We begin each class with a short lecture on the topic to link the readings and set out the general themes for the week. We begin the second half where our student co-leader(s) launch us into a fruitful, lively discussion.

COURSE MATERIALS:

The five required books are available for purchase at Paragraphe Books at 2220 ave. McGill College www.paragraphebooks.com, and available (beginning the third week of classes) on 3-hour reserve in the McLennan-Redpath Library. All additional articles will be posted to the *MyCourses* and will be listed below as **MC**.

Oliver Sacks, (1995) *The Man who Mistook his Wife for a Hat and Other Stories*,

Lana Zani, (2019) *Bomb Children*, Durham, North Carolina: Duke University Press.

Ayo Wahlburg, (2018) *Good Quality: The Routinization of Sperm Banking in China*, Berkeley, California: University of California Press.

Eli Clare, (2017) *Brilliant Imperfection: The Will to Cure*, Durham, North Carolina, Duke University Press.

Karen Sue, (2019) *Wrecked*, Berkeley, California: University of California Press.

*All other readings are marked as **MC** – meaning they are on *myCourses*

WEEKLY READINGS:

Week 1 JAN 8 What's at stake?

Introductions, Overview and co-presenter sign-ups

Week 2 JAN 15 Early work on Phenomenology and the Body

Oliver Sacks, 1995,

“Techniques of the Body” Marcel Mauss in **MC** 50-68.

Oliver Sacks, TBA, The Man Who Mistook His Wife for a Hat and Other Tales. New York: Summit Books

Week 3 JAN 22 The Existential Body and Questions of Embodiment

Oliver Sacks, 1995, “The Disembodied Lady,” and “Witty Ticky Ray,” in *The Man Who Mistook His Wife for a Hat and Other Tales*. New York: Summit Books pp. 43-54; 92-101.

Week 4 JAN 29 Labour and Disciplined Bodies

Foucault, Michel. TBA

Ann Stoler, get article “Educating Desire in Colonial Southeast Asia: Foucault, Freud and Imperial Sexualities,” in Lenore Manderson and Margaret Jolly, 1997, *Sites of Desire, Economies of Pleasure: Sexualities in Asia and the Pacific*, University of Chicago Press pp. 27-48. **MC**

Week 5 FEB 6 Imaginations of Science, Gender, Kinship and Care

“Troubling Kinship: Sacred Marriage and Gender Configuration in South India, Lucinda Ramberg 2013, *American Ethnologist*, Vol. 40 (4): 661-675. **MC**.

“The Egg and the Sperm: How Science has Constructed a Romance based on Stereotypical Male-Female Roles,” **MC** 417-427.

“Tangles of Care: Killing Goats to Save Tortoises on the Galápagos Islands,” 2017 Paolo Bocci, *Cultural Anthropology*, Vol. 3 (3): 424-449. **MC**

Week 6 FEB 12 Anthropology of War and its Aftermath

Lana Zani, *Bomb Children*, Part one.

Week 7 FEB 19 Anthropology of War and Its Aftermath

Lana Zani, *Bomb Children*, Part two.

Week 8 FEB 26 Anthropology of Sperm

Ayo Wahlburg, *Good Quality: The Routinization of Sperm Banking in China*, Part one

Assignment #1 Due: Annotated Bibliography for Final Paper

WINTER BREAK March 1 – March 9

Week 9 March 11 Anthropology of Sperm

Ayo Wahlburg, *Good Quality: The Routinization of Sperm Banking in China*, Part two

Week 10 MARCH 18 Racializing Medicine and Medicalizing Race

"Lessons from History: Why Race and Ethnicity Have Played a Major Role in Biomedical

Sciences Research," Troy Duster, *Journal of Law, Medicine and Ethics*, 2006, Vol.34: 1-10. **MC**

"Race, Genes, Power," Duana Fulwiley, *British Journal of Sociology* 2015, Vol.66(1): 36-44. **MC**

"Chapter Five - Misogynoir in Canada: Punitive State Practices and the Devaluation of Black Women and Gender-Oppressed People," in Robyn Maynard's *Policing Black Lives: State Violence in Canada from Slavery to the Present (2017)*, pp. 128-157. **MC**

"White Like Canada," George Elliot Clarke, *Transition* Issue 73: 98-109. **MC**

Assignment #2 Due: Abstract and Annotated Outline for Final Paper

Week 11 MARCH 25 Disability and Trans-discourses

Eli Clare's *Brilliant Imperfection: The Will to Cure*, Read chapters 1,2,3,4 skip 5-7, read 8, 9 and Brilliant Imperfection 189-191 (around 100 pages total)

Week 12 April 1 Addiction Narratives

Karen Sue, Wrecked entire book

Sandra Hyde (2016) 'Spending my own money, harming my own body: Addiction care in a Chinese therapeutic community, *Medical Anthropology: Cross-Cultural Studies in Health and Illness* Vol. 3(1): **MC**

Assignment #3 Due April 1: Exchange Paper Drafts for Peer Review (stapled to your final copy)

Week 13 April 8

Class meets in the Art Hive in the Education Building, 2F

Assignment #4 due April 10: Final Paper (hard copy) at 4pm in 818 Leacock

REQUIREMENTS – Students will be evaluated four ways.

PARTICIPATION – 15% Active classroom participation is fundamental to your success in this course. Please pitch up on time having read everything. Everyone gets (1) get-out of jail free card; you can use it for anything! For all others absences, I need documentation. We meet once per week, so late arrivals will affect your grade. Graded as 5% for showing up, 5% for active participation, and 5% for depth of participation.

CO-FACILITATE – 10% for co-facilitation and every student will co-present one week's readings in consultation with the professor.

SYNOPSIS – 25% A 1-page single-spaced, 12pt font, no more than 500 words, analytical synopsis is due for **5 out of the 11 weeks**. A sample is posted on **MC**. Please note if it is your

week to co-present, print enough copies of your synopsis for everyone (for sharing and exchanging knowledge). In order manage the obsession with numbers, I grade synopses on a check scale $\sqrt{+}$, $\sqrt{+}$ (+), $\sqrt{\sqrt{+}}$, $\sqrt{-}$ that roughly corresponds from excellent to unsatisfactory.

PAPER – 50% (5% each for bibliography, outline, peer review copy and 35% for final version in hard copy). Information on the research paper will be available on **MC**.

Your final research paper is a four-part assignment:

- 1) Annotated bibliography due **FEB 26**
- 2) Abstract and annotated outline due **MARCH 18**
- 3) Draft for peer review due **APRIL 1** you will be paired with another student for peer review.
- 4) Final paper due Friday **APRIL 10** (*12-pt font, 1.5 spacing, formatted to the American Ethnologist maximum 5,000 words*) in my office 818 Leacock by **4pm**.

ACADEMIC INTEGRITY: McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (approved by Senate on 29 January 2003) (<http://www.mcgill.ca/students/srr/honest/>) Please note the syllabus may also change in accordance with the needs of the students taking this class.

ACKNOWLEDGMENT: McGill University is located on unceded indigenous territory. The Kanien'kehá:ka Nation is recognized as the custodians of territory and waters on which McGill stands. Tiotiá:ke/Montreal is historically a gathering place for many First Nations. Today, it is home to a diverse population and we respect the continued connections with the past, present and future in our ongoing relationship with the Indigenous and diverse populations that live here.