

**Sociology 190**  
**Embodying Inequality: Sociology of Stratification and the Body**  
**Fall 2019**

**Instructor:**

Lindsay Berkowitz: [lberkowitz@berkeley.edu](mailto:lberkowitz@berkeley.edu)

Pronouns: they/them/theirs

***Office hours:***

Times and locations may vary

Signup at: <http://bit.ly/1Jfx6jn>

\*If no times are available, email me

**Class Time and Location:**

Tuesday 12:10-2pm

Barrows Hall, Rm 420

**COURSE DESCRIPTION:**

How does inequality affect our bodies? Our bodies and embodied experiences are constituted by complex social forces, including relationships of power that stratify society. Thus our bodies are far from fixed entities—they are dynamic sites of contested terrains of power. In this course, we will examine how dynamics of social stratification affect definitions and categorizations of bodies, our relationships to our bodies, and the health of our bodies. We will investigate questions like: What does it mean to be, and to feel embodied or disembodied? Who decides what a ‘healthy’ or ‘normal’ body is? Who has access to ‘health’ and ‘normalcy’ and how? How does oppression become an embodied experience through mechanisms like commodification and body shaming? How have different paradigms of ‘healing’ developed, and whom do they serve? How do therapeutic concepts like “somatization,” “intergenerational trauma,” and “toxic stress” fit or intersect with sociological frameworks? How do specific and intersectional axes of stratification like race, class, gender, and immigration status affect all of these questions? And lastly, how does the institution of education we are in affect our embodiment (even in this classroom!), and how can we have agency in this social location we are in?

Since this is the *Sociology Senior Capstone Seminar*, you are **expected to have a background studying/understanding the concepts of stratification & inequality**. These are key concepts in the study of sociology. For us to move on to a deep understanding of the topic of embodiment, you need to understand what I mean when I say “specific and intersectional axes of stratification like race, class, gender, and immigration status.” If something in there sounds fuzzy, like the term “intersectionality”—do some brushing up before class.

## TEXT REQUIREMENTS

You are required to purchase (or library loan) two texts, and the rest of the readings will be uploaded to bCourses. The articles all must be brought to class, so they must be printed out (see technology policy next). While printing may be a pain, it is also much cheaper for students than purchasing a course reader. The texts will be available to purchase at the Cal Student Store during the first week of classes. \*please please please buy them at the Cal Student Store or directly from the publisher – NOT Amazon\*

### Texts to be purchased:

1. van Dernoot Lipsky, ~~Laura. (2009).~~ *Trauma Stewardship: An Everyday Guide To Caring for Self and Others*. Berrett-Koehler Publishers, Inc.
2. Lakshmi Piepzna-Samarasinha, Leah. (2018). *Care Work: Dreaming Disability Justice*. Arsenal Pulp Press.

## TECHNOLOGY POLICY

The use of digital devices has been shown to interfere with learning, engagement, comprehension, and performance. For this reason, I do not allow the use of laptops or other digital devices during class (including putting phones on your desk/lap). If I see you using a device, it will be confiscated for the rest of class. I don't want to be a disciplinarian, so please just keep your e-devices off and in your bag. If you require accommodation from this policy, please email me to discuss your needs.

## ASSESSMENT

**(25%) Class Participation:** This is a discussion-based class, and your participation grade is comprised of your active participation in class. Your active participation in the course is not only crucial for your own learning—as studies have shown that passively consuming lecture will not help you formulate ideas as effectively as engaging dialogically with content. This will both help you and your peers, and more generally make class more fun and engaging for everyone (including me). You must come to class having read the texts (readings under the date listed are to be read by that date), with a copy of the texts that you can refer to during discussions, and with several prepared reactions and questions about the text. I expect, as well, to see evidence that you have read and annotated the texts. Your participation in discussion will be evaluated for its quantity, quality and improvement. If you are a person who generally has trouble or is inexperienced with participating verbally in class discussion, please let me know at the beginning of class and we can work out what improving your participation means for you.

Attendance is the central factor when calculating your participation grade, as it should go without saying that if you do not attend class, you cannot participate in discussion. If you are unable to attend section, you must notify me by email with a clear explanation of why you are unable to attend. Prior notification, while necessary, will not guarantee that

your absence will be considered excused. There are no excused absences in this class, since it is discussion based, and only meets once a week. So, *do not miss class*. If you are absent, please make sure to check the section bCourses page for updates and materials, and ask other students, rather than me, for what you missed. Finally, class starts promptly at 10 minutes past the hour. Tardiness will be considered when calculating your participation grade.

**(20%) Weekly Reading Assessment Assignment:**

- a. For weeks 2-5: you must do reading outlines for two of that week's readings
- b. For weeks 6-11: you must do a 1/2 page (single spaced) writing response to the readings, putting two or more of the readings critically in conversation with one another.
- c. For weeks 12-14: there will be a quiz on that week's readings at the beginning of class

Handouts on how to do these assignments will be put up on bCourses and handed out in class. Each assignment must be uploaded to bCourses by the end of the day on the Monday before our Tuesday class. Late assignments will not be accepted.

**(15%) Embodiment Journal:** In this class, we are not just learning about embodiment, but we are integrating the study of embodiment with our own experiences of embodiment. This involves keeping an 'embodiment journal,' where we write down our personal experiences related to our readings/the topics of the readings. Think of this as a normal journal where you write down your embodied experiences rather than your thoughts. In this assignment, you are accessing *embodied knowledge* rather than just the knowledge from your educationally-trained analytical mind. Trust me, your body will show you how much more you know than you think you know.

Every class, you will be expected to write down these experiences, and for 6 of our class periods, you must turn in at least 3/4 page total, but you are welcome to turn in more, via bCourses. If you are typing: this is a single spaced page, if you are handwriting it should be an amount analogous to the typed requirement. If you handwrite your assignment, take a picture of your journal page and upload it as an image file. These submissions will be **anonymous and completely confidential**—I will not be able to see who turned the assignment in, but bCourses will record whether or not you turned it in. These reflections will be graded on a Pass/Fail basis, not by the content of what you wrote (since this is personal), but whether you put sufficient effort into it.

*How to do these reflections:* After each reading, take 2-5 minutes to pause and 'meditate.' Notice what your body and internal world are doing, feeling, experiencing, sensing (e.g., are you feeling tightness anywhere? Where? Fluttery or buzzing feelings in a particular place? Sadness? Anxiety? If you feel what you interpret as an emotion like sadness or nervousness, what does that actually *feel* like in your body? Do you feel it in your eyes? On the outline of your body? How do you know it is sadness? etc.)

Write these experiences down, and afterwards, write some reflections on what you experienced, and why that reading might have brought that up. The reflections, though, are secondary; the most important aspect of this journaling is to experience your somatic world. You may find that while writing out these experiences and reflections, still more related somatic experiences occur in response to your writing about them. You can capture these too on the page.

If you are having a hard time feeling enough and/or getting enough words onto the page, then pause and sense your body again. Consider just *how many* sensations and feelings we have at all times—there's more in there than you are accessing, so get keen on noticing through these journaling experiments. If you just feel completely stuck and uninspired, it might be an indication that you should choose a different week's readings for this assignment.

**(40%) Final Paper:** Your final paper for the class will be a 8-10 page paper (single spaced). It will be a more in-depth excavation and analysis of a topic you are interested in related to the class, where you will use course texts as well as texts of your own finding. The paper topic and form will integrate some aspect of your own embodied experience with topics/readings from the class. The details of this assignment will be given in an assignment sheet, and the due dates for the development of the paper are as follows:

- a. **Friday 11/01/19:** by this date, you must have come to an office hour meeting with me to discuss your paper idea, bringing with you a rough draft of an outline of your paper for us to discuss. Don't wait until the last minute – there may not be slots left, so plan ahead!
- b. **Tuesday 11/05/19:** abstract, outline, rough reading list due via bCourses
- c. **Tuesday 11/19/19:** finalized abstract, outline, reading list, and 3 reading outlines due via bCourses (there is no class that day)
- d. **Sunday 12/15/19 11:59PM:** FINAL PAPER due via bCourses

## GRADING POLICIES

*Paper mechanics:* All assignments must be completed with a standard format of single spacing, Times New Roman font, size 12, with 1" margins. No space between paragraphs, a new paragraph indicated by a standard indent. Use ASA citation standards, which can be found here: <http://www.citethisforme.com/us/citation-generator/asa>

*Improper File Uploads:* A file turned in on bCourses that is “corrupted” or not properly uploaded will result in a zero for that assignment. So, be diligent and check to make sure it is uploaded properly, as some students in the past have used this tactic to turn in assignments late.

*Regrades:* If you would like to request a re-grade or re-evaluation of an assignment, you must first wait 48 hours after the assignment was returned, as oftentimes students are better able to understand their grade if they wait a day or two and look over their work in the meantime. Second, you must write up a statement detailing why you believe you deserve a higher grade and send it to the Reader for our course. This statement should be about the substance of your work, not about effort. You must request a re-grade to the Reader within 7 days of the assignment being returned. If they or I re-grade your assignment, the new grade of your work will be used, even if that means that you get a lower score than originally given for that work. If you still dispute a grade after the Reader has addressed your concern, they will notify me and I will do a final re-grade.

## ACADEMIC DISHONESTY

The University Policy on Cheating and Plagiarism states:

Achievement and proficiency in subject matter include your realization that neither is to be achieved by cheating. An instructor has the right to give you an F on a single assignment produced by cheating without determining whether you have a passing knowledge of the relevant factual material. That is an appropriate academic evaluation for a failure to understand or abide by the basic rules of academic study and inquiry. An instructor has the right to assign a final grade of F for the course if you plagiarized a paper for a portion of the course, even if you have successfully and, presumably, honestly passed the remaining portion of the course. It must be understood that any student who knowingly aids in plagiarism or other cheating, e.g., allowing another student to copy a paper or examination question, is as guilty as the cheating student.

Plagiarism is therefore *not* just intentional deception, it is not knowing the “basic rules of academic study” pertaining to citation and indicating clearly what is and is not your or another authors’ contributions to your work. This policy will be followed for this course, so make sure you understand the consequences of cheating, plagiarism, or aiding others in these. Cases of cheating or plagiarism will result in a referral to The Center for Student Conduct, a zero for that assignment, and possibly further consequences depending on the situation.

## RESPECTFUL COMMUNICATION AND CREATING AN INCLUSIVE CLASSROOM

In this course, we will be spending time in discussion with one another. A key aspect of this discussion space will be setting up as “safe” a space as possible where everyone feels that they may communicate freely, without fear of feeling mistreated. The use of the word “safe” in this context is both literal and metaphorical. While the former has an obvious definition, the latter pertains to emotional safety, meaning that respectful communication practices are essential to this concept of safety in a space. We will spend time in the beginning of the course discussing specifics for how to create as ‘safe’ as a space as possible for learning together, and you will be responsible for practicing these communication skills each time we meet for section. Importantly, even a safe space can sometimes emotionally ‘trigger’ or make people feel bad or uncomfortable—that is the nature of having discussions about difficult topics like race, class, and gender—which are important topics in sociology and life in general. The notion of safety here means that we will learn to handle these situations skillfully and mindfully in order to have more meaningful and deeper discussions where we can learn from one another’s different perspectives. A class is a space of *learning*, and we will assume that it will take time and patience to understand, apply, and speak about the material of this course.

## OTHER INFORMATION

- **Course mechanics:** Important course announcements will be sent to students’ registered campus email addresses via bCourses. You are responsible for monitoring those email accounts. Assignments and take-home exams will also be submitted under bCourses “Assignments”. Also, the extra credit opportunity I emailed out in bCourses is answering the

following: What is the name of the main character (who moves to San Francisco) in *Tales of the City*? This syllabus and schedule are subject to change in the event of unforeseen circumstances or in response to the needs of our class.

- **Accommodating Special Needs:** Please inform me as soon as possible if you need accommodations for class or an assignment. If you need disability-related accommodations in this class, if you have emergency medical information you wish to share with me, please inform me immediately. Please see me privately after class, email me, or set up time in my office hours. For special accommodations requests, I will need a Letter of Accommodation from Berkeley's Disabled Students Program (DSP). I am also open to suggestions to make our class more accessible.
- **On Mental Health, Trauma, and Wellbeing:** Some subjects in this class may trigger an emotional and/or traumatic response, or you may be going through a difficulty in life during the time of the course. If you need support, please contact Counseling and Psychological Services (CPS) at the Tang Center (2222 Bancroft Way, 510-642-9494), where you can get emergency or scheduled mental health services. If you need someone to talk to immediately, call the Suicide Prevention and Crisis Hotline (415-499-1100). The trauma reading from the first day of class has good resources for finding a trauma-informed therapist. You and I can also brainstorm ways to find accessible and culturally-competent services.
- **Help with Writing:** Strong, clear writing develops with practice. Please, let me know early in the semester if you have trouble with writing, or are inexperienced with writing at the college level, so that we can work out a plan to help you with this skill. I am happy to provide more feedback on the outlining and construction of your essays in my office hours. One absolutely necessary resource is the Sociology Department's undergraduate student resources (<http://sociology.berkeley.edu/undergraduate-writing-resources>). Please also take advantage of writing tutoring at The Student Learning Center (<https://slc.berkeley.edu/writing>) as a resource. I also encourage you to read your papers aloud to yourself and/or have someone else (a parent, a friend, a classmate) read your papers before submitting them.
- **Feedback:** I value your feedback on what works and what doesn't. I will provide you ways to give me feedback in class, including midterm evaluations. Additionally, feel free to email me or speak to me after class or in office hours. The sooner you say something, the more likely I can change it. That said, I assume you are doing your best in this class and hope you will extend me the same benefit of the doubt.

## ~ COURSE SCHEDULE ~

### WEEK 1: Tuesday, 9/3/19 INTRODUCTION

Shilling, Chris. (2007). "Sociology and the Body: Classical Traditions and New Agendas." *The Sociological Review* 55(s1):1-18.

\*PDF on bCourses: Onderko, Karen. "Trauma Explained."

**WEEK 2: Tuesday, 9/10/19**  
**SOCIOLOGICAL THEORY ON EMBODIED EXPERIENCE**

Smith, David Woodruff, (2018), "Phenomenology", *The Stanford Encyclopedia of Philosophy* Edward N. Zalta (ed.), <<https://plato.stanford.edu/archives/sum2018/entries/phenomenology/>>: 1-13

Bourdieu, Pierre. 1984. "The Habitus and the Space of Lifestyles" *Distinction: A Social Critique of the Judgement of Taste.*: 169-174

Simmel, Georg "The Metropolis and Mental Life" *from: Hier, Sean P (Eds) (2005). Contemporary Sociological Thought: Themes and Theories.* Canadian Scholar's Press, Inc: 145-152

Judith Okely. (2007). "Fieldwork Embodied," *Sociological Review.* 55(1). 65-79.

**WEEK 3: Tuesday, 9/17/19**  
**POWER AND THE BODY**

Foucault, Michel. (1979) "Docile bodies." *Discipline and Punish: The Birth of the Prison.* Vintage: 135-169

Pages 1-4 *from* Butler, Judith. (1993). *Bodies That Matter: On the Discursive Limits of Sex.* Routledge

**WEEK 4: Tuesday, 9/24/19**  
**DEFINING...OR 'BIOLOGIZING'...THE BODY**

\*Gordon, Deborah R. (1988) "Tenacious Assumptions in Western Medicine" in Lock, M., & Gordon, D. (Eds).. *Biomedicine examined.* Springer Science & Business Media: 19-56

Holmes, Seth M. and Maya Ponte. (2011). "En-Case-Ing the Patient: Disciplining Uncertainty in Medical Student Patient Presentations." *Culture, Medicine, and Psychiatry* 35(2):163–82.

Werner, Anne, and Kirsti Malterud. (2003). "It Is Hard Work Behaving as a Credible Patient: Encounters between Women with Chronic Pain and Their Doctors." *Social Science & Medicine* 57, no. 8: 1409–19.

**WEEK 5: Tuesday, 10/1/19**  
**THE BODY: SOCIO-CULTURAL CONSTRUCTION**

Becker, Howard. "Becoming A Marihuana User" *from: Hier, Sean P (Eds) (2005). Contemporary Sociological Thought: Themes and Theories.* Canadian Scholar's Press, Inc: 111-122

Good, Byron J. (1977). "The Heart of What's the Matter: The Semantics of Illness in Iran." *Culture, Medicine and Psychiatry* 1(1):25–58

Pages 1-11 from: Abram, David, 1957-. (1996). *The spell of the sensuous : perception and language in a more-than-human world*. New York :Pantheon Books

**WEEK 6: Tuesday, 10/8/19**  
**CREATING THE (AB)NORMAL & (DIS)ABLED BODY**

Shakespeare, Tom. "The Social Model of Disability" & "On the Government of Disability: Foucault, Power, and the Subject of Impairment" in *The Disability Studies Reader*. Second Ed. (2006). Davis, Lennard J. (Eds). Routledge: 197-204; 185-196

Preface-chapter 2; chapter 13 from: Metzl, Jonathan. (2009). *The Protest Psychosis: How Schizophrenia Became a Black Disease*. Boston, MA: Beacon Press

**WEEK 7: Tuesday, 10/15/19**  
**SOCIAL DETERMINANTS OF HEALTH**

Link, Bruce G. and Jo Phelan. (1995). "Social Conditions As Fundamental Causes of Disease." *Journal of Health and Social Behavior* 35: 80–94

Umberson, Debra. (2017). "Black Deaths Matter: Race, Relationship Loss, and Effects on Survivors." *Journal of Health and Social Behavior* 58(4): 405–20

Chapter 4 from: Holmes, Seth. (2013). *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley, CA: University of California Press: 88-110

Metzl, JM and Hansen, HH. (2014). "Structural competency: Theorizing a new medical engagement with stigma and inequality." *Social Science and Medicine*: 126-133

**WEEK 8: Tuesday, 10/22/19**  
**COMMODIFYING THE BODY**

Marx, Karl. (1932). "Estranged Labour." *The Economic and Philosophic Manuscripts of 1844*. Retrieved from <https://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm> (pp 1-11)

Pages 541-544 from: MacKinnon, C. A. (1982). "Feminism, Marxism, method, and the state: An agenda for theory." *Signs: Journal of Women in Culture and Society*, 7(3).

Tolentino, Jia. (2019, August 2). "Athleisure, barre and kale: the tyranny of the ideal woman." *The Guardian*. Retrieved from <https://www.theguardian.com/news/2019/aug/02/athleisure-barre-kale-tyranny-ideal-woman-labour> (pp 1-11)



Cwynar-Horta, Jessica. (2016). "The Commodification of the Body Positive Movement on Instagram." *Stream: Culture/Politics/Technology*. Vol 8(2): 36-56

**WEEK 9: Tuesday, 10/29/19**  
**EMBODYING (HETERO)SEXUALITY**

Plante, Rebecca F. (2007). "In Search of Sexual Subjectivities: Exploring the Sociological Construction of Sexual Selves" in Kimmel, Michael (Eds). *The Sexual Self: The Construction of Sexual Scripts*" Vanderbilt University press: 31-48.

Robinson, Kerry H. (2005). "Reinforcing Hegemonic Masculinities through Sexual Harassment: Issues of Identity, Power and Popularity in Secondary Schools." *Gender and Education* 17, no. 1: 19-37.

Bertone, C., & Ferrero Camoletto, R. (2009). "Beyond the sex machine? Sexual practices and masculinity in adult men's heterosexual accounts." *Journal of Gender Studies*, 18(4), 369-386

Loofbourow, Lili. (2018, January 25). "The Female Price of Male Pleasure." *THE WEEK*. Retrieved from <https://theweek.com/articles/749978/female-price-male-pleasure>

**WEEK 10: Tuesday, 11/5/19**  
**EMBODYING GENDER**

**\*\*ASSIGNMENT DUE: abstract, outline, & rough reading list \*\***

Pages 15-25; 89-102; 147-153 *from*: Green, Jamison. (2004). *Becoming a Visible Man*. Vanderbilt University Press

Lorber, Judith. (2005). "Chapter One: Framing the Issues: Gender Theory and Degendering." *Breaking the Bowls: Degendering and Feminist Change*. New York: W.W. Norton: 1-38.

**WEEK 11: Tuesday, 11/12/19**  
**HEALING: TRAUMA/SECONDARY TRAUMA**

Introduction through Chapter 6 *from*: van Dernoot Lipsky, Laura. (2009). *Trauma Stewardship: An Everyday Guide To Caring for Self and Others*. Berrett-Koehler Publishers, Inc: 1-113

**Note:** \*\*start reading the reading assignment due post-Holiday: it is 130 pages of reading and you have 2 weeks to do it!

**WEEK 12: Tuesday, 11/19/19**  
**NO CLASS**

**\*\*ASSIGNMENT DUE: Final Reading List, Finalized Outline, and 3 Reading Outlines\*\***

**WEEK 13: Tuesday, 11/26/19**  
**HEALING: TRAUMA STEWARDSHIP**

Chapter 7-Conclusion *from*: van Dernoot Lipsky, Laura. (2009). *Trauma Stewardship: An Everyday Guide To Caring for Self and Others*. Berrett-Koehler Publishers, Inc: 116-246

**WEEK 14: Tuesday, 12/3/19**  
**HEALING JUSTICE & COMMUNITIES OF CARE**

Mirk, Sarah. (2016, February 18). "Audre Lorde Thought of Self-care as an 'Act of Political Warfare.'" *bitchmedia*. Retrieved from <https://www.bitchmedia.org/article/audre-lorde-thought-self-care-act-political-warfare>

Padamsee, Yashna Maya. (2001, June 19). "Communities of Care, Organizations for Liberation." Retrieved from <https://nayamaya.wordpress.com/2011/06/19/communities-of-care-organizations-for-liberation/>

Pages 15-78 *from*: Lakshmi Piepzna-Samarasinha, Leah. 2018. *Care Work: Dreaming Disability Justice*. Arsenal Pulp Press.

**RRR WEEK: 12/9/19 – 12/13/19**  
**WORK ON YOUR FINAL PAPER**

**\*FINAL PAPER DUE\*:**  
**SUNDAY 12/15/19 11:59PM**