SOCA3315: Living the Body

Semester 2, 2010

Course Outline

Course Coordinator and Lecturer: Dr Daniela Heil
Consultation time: CALLAGHAN: Monday 4-5pm, or by appointment;
OURIMBAH: Thursday afternoon, from 3pm
Office: Callaghan Campus, Behavioural Sciences Building, Room W343
Phone: (02) 4921 6790
Email: Daniela.Heil@newcastle.edu.au

Course description: In this course we will explore the anthropology of the body. What has emerged from the more recent interest in the human body as it is lived, and how it is experienced as living, is a multiplicity of bodies. The lectures and tutorials will explore and critically discuss ethnographic examples from around the world. For instance, topics that may be included in this course are techniques of the body; tattooed bodies and cosmetic surgery; the social skin and the dynamic processes within which it is constituted; anorexia as an example of the medicalised body; organ-transplantation as an example of hybrid bodies; or policy as examples of organising bodies, political bodies and the social and cultural meanings of working with the body politic.

Course objectives: Upon completion of this course students will be able to demonstrate:

1. An understanding of the different theoretical perspectives used to study social and cultural practices of ‘the lived body’ and ‘living the body’;
2. An understanding of how frameworks and approaches to the body have been used and developed over time.
3. Knowledge of the way in which experiences are culturally constituted and socially controlled.
4. An ability to critically analyse cultural understandings, representations and social practices.
5. Skills in giving and facilitating oral presentations and engaging in team work, writing academic essays, undertaking and contributing to policy research.
6. An ability to integrate and apply social science approaches in the workplace.

**Course content:** Topics may include:
1. Classic and contemporary ethnographic studies of approaches to the body (e.g. embodiment, the individual body, the social body, the body politic, experiences of living the body).
2. Ethnographic studies of how relationships are negotiated, understandings mediated and meanings constructed, with a particular emphasis on cultural difference(s).
3. Theories of the way in which experiences are symbolically and socially constituted.
4. Theories of social and cultural approaches to the lived body and living the body.

**Assumed knowledge:** 40 units of study at 1000 level

**Contact hours:** Lecture for 1 hour per week for full term
Tutorial for 1 hour per week for full term

**Assessment items to be completed**
- **Essay 1,** 40%, 2000 words  
  **Due:** Friday, 10 September 2010
- **Essay 2,** 40%, 2000 words  
  **Due:** Monday, 8 November 2010
- **Presentations/Tutorial,** 20%, 1000 words  
  **Due:** 2 weeks after presentation, to be submitted to Turnitin (Please see Blackboard, SOCA3315, Assessments)

**TIMETABLE**

<table>
<thead>
<tr>
<th></th>
<th>CALLAGHAN</th>
<th></th>
<th>TIME</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Monday</td>
<td>11am-12pm</td>
<td>GP201</td>
<td></td>
</tr>
<tr>
<td>Tutorials (beginning in Week 2)</td>
<td>Monday</td>
<td>2-3pm</td>
<td>V111</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>Monday</td>
<td>3-4pm</td>
<td>V111</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>OURIMBAH</th>
<th></th>
<th>TIME</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Thursday</td>
<td>1-2pm</td>
<td>O_CN2106</td>
<td></td>
</tr>
<tr>
<td>Tutorial (beginning in Week 2)</td>
<td>Thursday</td>
<td>2-3pm</td>
<td>O_CN2106</td>
<td></td>
</tr>
</tbody>
</table>
Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer to:
http://www.newcastle.edu.au/study/enrolment/registration.html

NB: Registrations close at the end of week 2 of semester.

Essential Criteria in Assessment
This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS. Refer to:

Studentmail and Blackboard
Please refer to:
https://blackboard.newcastle.edu.au/webapps/login/

This course uses Blackboard and student email to contact students, so you are advised to check your email accounts and the announcements on the SOCA3315 Blackboard site regularly to keep up-to-date with essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum, or email the course coordinator directly; please use the course code in the subject line of your email. You are advised to check your student email account and the course Blackboard site on a regular basis — at least once a week, preferably more often 😊.

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY
Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) re-using one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may:

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking);
- Submit the assessment item to other forms of plagiarism checking.

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at:


**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy.

**Requests for Extensions of Time** must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the

Note: Different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS
University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability

CHANGING YOUR ENROLMENT
Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online, go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION AND CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Ourimbah (Central Coast) Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>Student Hub: Opposite the Main Cafeteria</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td></td>
</tr>
</tbody>
</table>

p. 5
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

IMPORTANT ADDITIONAL INFORMATION
Details about the following topics are available on your course Blackboard site (where relevant). Refer to: https://blackboard.newcastle.edu.au/webapps/login/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students

Hard copies of the set Tutorial Readings are available in the Course Reader, which can be purchased from U-Print (Callaghan Campus) or the Co-op Bookshop (Ourimbah Campus).
### Grading Guide

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% and above</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>

### Non-Discriminatory Language

Students are required to use non-discriminatory language. This includes avoiding the use of "he" to refer to men and women. Two easy ways of doing this are to use the plural (i.e. they) or "s/he" (the short form for "he or she"). The terms "Aboriginal" and "Aborigines" are spelt with a capital letter, just like "English," "French" or "Spanish".
ESSAY QUESTIONS

Please submit your essays to Turnitin (please log on to Blackboard, find SOCA3315, and see under Assessments), as well as submit one hard copy to any of the Hubs (for further information, please see this course outline, pp. 5-6).

The list of references mentioned under each of the essay questions is merely an initial guide. Please check the SOCA3315 short loans list in the library catalogue to access the readings mentioned in this course outline. You do not necessarily need to read all of the references listed under each of the essay questions, and you are encouraged to find your own references (preferably referred journal articles, books or book chapters) as well.

For a 2000 word essay, the use of five references is considered a necessity — to present a comprehensive debate in reference to the essay question, to illustrate the points those references do and don’t make in that regard, to participate in that particular debate from a personal perspective, and to constitute your argument and its related points in response to the discussion you present in your essay.

Essay 1:

Your first essay (2000 words) is to be submitted by Friday, 10 September 2010, 5pm. Please answer 1 (one) of the following questions:

Question A: Critically examine the ways or directions in which anthropological approaches to the body, and their emphases, have shifted since the early 1970s: What do you consider to be the strength(s) of this shift? Discuss the references of your choice to support and justify your positioning to the question.

List of references useful for discussing the question:


**Question B:** Critically discuss the ways in which dress (Week 3), or body decorations (Week 4), or plastic and/or cosmetic surgery (Week 5) present ‘embodiments’ of social status. In your discussion you should aim to juxtapose ethnographic examples from different cultural contexts to illustrate your approach and support your argument.

**List of references you may consider useful for this purpose:**


**Question C:** What does it mean to say that the body is a ‘living object and subject’? Focus your discussion on the ways in which ‘bodily experiences’ are expressions of relationships between different stakeholders. You are welcome to work with and examine any of the ethnographic examples we have addressed in this course so far to explore and answer this question.
List of references useful for discussing the question:


ESSAY 2:

Your second essay (2000 words) is to be submitted by Monday, 8 November 2010, 5pm. Please answer 1 (one) of the following questions:

**Question A:** Critically discuss and analyse the ways in which ethnographic examples referring to either ‘human rights’, or ‘identity’, are expressions of ‘contested embodiments’. In your discussion, you are not only expected to indicate, but to justify your personal positioning as well.

List of references useful for discussing the question:


**Question B:** Discuss how cultural understandings of either ‘the lived body’, or ‘living the body’, are symbolically constituted? Your analysis should include, and explore, the ways in which ‘embodiment’ forms part of these understandings and/or processes.

**List of references useful for discussing the question:**


**Question C**: Critically discuss and analyse the ways in which people have ‘mediated modes of embodiment’ in the Chernobyl (Week 11) case? What insights do you gain from the different perspectives that have been illustrated in reference to the disaster in that regard, and what have you learned as far as bringing those perspectives together is concerned?

**List of references you may consider useful for this purpose:**

**You must keep a copy of your essay**: The School of Humanities and Social Science and the hubs will take no responsibility for an essay that goes astray.

The essay is to be referenced in accordance with the **Harvard system**. (Consult your tutor if you are unfamiliar with this system. If you do not already have a copy of the WRITING YOUR ESSAY guide please obtain one from the School of Humanities and Social Science Office.) Each of the essays is worth 40% of your assessment.

Using the Harvard system for documenting sources involves noting author, date and page number/s for in-text citations that refer readers to a list of references. An in-text citation names the author of the source, gives the date of publication and specifies the page number. Direct quotes are to be indented and also must include author, date and page number. At the end of the essay, a list of references provides publication information about the sources; the list is alphabetised by authors' last names. If the reference you are using does not have an author, put n.a. (= no author) instead. If the reference you are using does not have a date, put n.d. (= no date) instead.
Week 1: Introduction to “Living the Body”

We will begin the lecture with an introduction to the course, the contributions you are expected to complete and discuss the requirements a successful completion of the course entails. We will embark on providing an overview of theoretical approaches to the anthropology of the body. This will include the development of approaches to ‘the body’, and different meanings of and approaches to ‘living the body’ and ‘embodiment’ in anthropology. This will entail the forms in which historical factors have impacted on the epistemologies of bodily practices, and how theoretical and practical conceptualisations of ‘the body’ have moved well beyond the body proper.

Background Reading:

No tutorials this week
Week 2: Body and Mind in Anthropology

Starting with exploring the Cartesian dichotomy of ‘body’ and ‘mind’, we will aim to move towards examining anthropological approaches to and ethnographic examples from different parts of the world on the usefulness of the Cartesian dichotomous model. Whilst a majority of Westernised models prioritise and work with the concept of the body as an object separate from the mind, a variety of indigenous understandings and practices do neither consider those distinctions useful, nor a starting point for the debate. Thus, the dominance of the Cartesian dichotomising will be critically examined in this lecture.

Background Reading:

Tutorial:

| Please work with the “Critical Analysis of the Assigned Readings”-Guidelines for the preparation of the tutorial readings each week (see Blackboard, SOCA3315, under Course Documents) |

In addition, you may find it useful to prepare answers to the following questions: Halliburton illustrates an ethnographic example that aims to go beyond the Cartesian dichotomising of ‘body’ and ‘mind’. Does he achieve this task successfully? If yes, paraphrase in your own words what it is he intends to do and how he goes about achieving this; if not, where do you see the problem with the article and the way in which the author constructs his argument? Leder provides a critical analysis of two bodies: Describe both bodies in your own words. Do you consider those bodies to be clearly distinctive, or do they demonstrate overlaps as well? What is the argument Leder constructs in his tale of two bodies?

Required Tutorial Readings:
Week 3: Dress as a Category of Material Culture

Our clothing, or, in more general terms, the way we dress tells a lot about who we are — socially, economically and, related to that, status- and identity-wise. At the same time, the different ways in which we dress do not only tell a story about the socio-economic statuses of the people choosing clothing for themselves or others, but, overall, present categories of material culture as well. We thus look at, and examine, the socio-economic characteristics and aspects of dressing bodies and the ways in which others react to being dressed, as category of material culture. This does not only provoke certain reactions from others, but reflects on the ways we dress our bodies as categories, commodities and symbols of material culture at the same time.

Background Reading:

Tutorial: Discuss the ways in which Heath and Santos-Granero refer to dress as categories of material culture. What is particular about Heath’s account of fashion and anti-fashion in urban Senegal? And how does she manage to explore ‘cultural difference’ in her article? What does Santos-Granero mean with ‘hybrid bodyscapes’? Does Santos-Granero address dress as a category of material culture; and, if so, how?

Required Tutorial Readings:

Week 4: Body Art as a Signpost of Knowledge

Guest Lecturer: Professor Dennis Foley

In this lecture, Professor Dennis Foley and we will explore the symbolism of body art, such as tattoos and scars, as signposts of knowledge. Examining ethnographic examples from Aboriginal Australia and the Maori, we move towards anthropological approaches of the constituting and embodying of cultural identity, as well as its adaptations and production of meanings over time.

Background Reading:


**Tutorial:** Discuss how Tannenbaum constructs her argument in reference to the meanings of tattoos? What do you consider to be the purpose of tattoos? Do you agree with Tannenbaum’s approach? Explain why/why not.

**Required Tutorial Readings:**


---

**Week 5: Plastic Surgery in Brazil**

In this lecture we explore the purpose of plastic surgery. A particular emphasis will be put on ethnographic examples from Brazil. For instance, points to be considered are the meanings of aesthetics, reflections on health and well-being in that regard, and some of the forms and ways in which plastic and cosmetic surgery make essential contributions to the transformations of people’s lives and everyday practices — prior to and after surgery has taken place. We will also examine some of the symbols and metaphors that are inherent in the processes of socio-economic structuring and its related body-considerations.

**Background Reading:**


**Tutorial:** Consider the ways in which the relationship between the hospital system, surgeon and plastic surgery recipient are addressed in Edmonds’ reading. What is the argument of Edmonds’ article and how does he construct it (in other words: which steps does he take)? What does Lemma mean with “the botoxing of experience”? Do you consider the argument of her chapter to be convincing: why/why not?
Required Tutorial Readings:

Week 6: Contested Bodies, Marginalised Bodies and Embodiment
This week, we will explore approaches which aim to conceptualise ‘contested domains’. What is meant by ‘contested domains’? And how do the contested domains to be explored in this session work with, generate and transform conceptualisations of the body and bodies? A question we seek to answer as part of the debate is how the embodiment of contested and marginalised bodies is produced, maintained and transformed over time. Ethnographic examples from Ireland and Brazil will be used to illustrate and examine this idea.

Background Reading:

Tutorial: In light of the readings by Biehl, and Fassin and D’Halluin, how useful is relationship between social marginalisation and the creation of ‘evidence’? How is ‘evidence’ constructed in Fassin and D’Halluin’s article? And what is the argument Fassin and D’Halluin construct in response? What are the contested domains and the marginalised bodies the authors in both articles are working with?

Required Tutorial Readings:
Week 7: Birth Control and Family Planning

In this session we will examine ethnographic examples which illustrate and examine the ways in which birth control and family planning practices, and their social and cultural embodiments, in China and Jamaica. How are those practices constituted, produced and adopted by people, in ‘bodily’ objective and/or subjective terms? And what do we realise as far as micro-macro relationships and their construction of cultural difference are concerned?

Background Reading:

Tutorial: Paraphrase ‘the rationality of the state’ presented by Anagnost in your own words. What does Anagnost suggest as far as the micro-macro-level relationships are concerned? What is the argument of Handwerker’s paper? Do the articles complement each other? Be prepared to explain why, or why not.

Required Tutorial Readings:

Week 8: Dead Bodies and Mortuary

Mortuary practices and the practices applied when dealing with or looking after dead bodies in different cultural settings and contexts tell us a lot about the differing and common meanings that are inherent in understanding bodies that are alive and bodies that are dead. And what is the purpose of mortuary practices as far as bodily meanings and conceptualisations are concerned? We will aim to answer those questions in this session.

Background Reading:

**Tutorial:** What does Battaglia mean with ‘the body in the gift’? What do we learn about the relationship between dying and suffering in reference to the article by Mimica?

**Required Tutorial Readings:**

---

**Week 9: Food, Body Image and Identity**

In this session we will draw on ethnographic examples which make contributions to exploring, and expanding on, the “threesome” relationship between food, body image, and the constructing of identity. Whilst the relationship between the intake of food and body image has become a common point in Western cultural contexts, the ways in which food intake, body image and identity are related and constitute representations of status and power is often neglected. We will reflect on ethnographic examples which will illustrate the differences between Western and indigenous cultural approaches.

**Background Reading:**

**Tutorial:** Discuss what Anderson-Fye’s reference to ‘a “Coca-Cola” shape’ refers to? How do you consider the relationship between food, body image and identity in reference to both tutorial readings? What do you consider to be the purpose of the article by Gerisch? And what does Gerisch argue?

**Required Tutorial Readings:**

### Semester 2 Recess: 27 September – 8 October 2010

#### Week 10: Human Rights: Examining the Body Politic

In this lecture, we will consider the concept of ‘human rights’, the problems inherent in the universalising ideology that often comes to the fore in that regard, and the cultural determinants and constituents responsible for this conceptualisation. Taking culturally diverse approaches to human rights into account, we will explore what it means to examine the body politic.

**Background Reading:**

**Tutorial:** Paraphrase the four approaches toward human rights that are presented by Dembour in her article. What does the universal ideology of human rights entail? Where does the construction of the universal ideology of human rights derive from? What do both articles indicate as far as the culturally diverse construction of (human) rights is concerned? What does Taylor argue in his article? What is your understanding of ‘modernity’ in response to reading Taylor’s article?

**Required Tutorial Readings:**
**Week 11: Chernobyl 1986: Embodying the Sarcophagus?**

The Chernobyl disaster that happened on the 26th of April 1986 represented an invisible catastrophe, with the nuclear radiation being released from the plant considered to be equivalent to 1,000 Hiroshima bombs. The 40-foot-thick concrete cap that was built within a few weeks to restrain the spewing Unit Number 4 of the Chernobyl Nuclear Power Station was officially named “the Sarcophagus”. As far as the embodiment of the catastrophe to the present day has been concerned, a particular emphasis has been put on the concept of ‘biological citizens’ — in response to the personal experiences of citizens who have suffered from radiation-related burns, deaths and other consequences of the disaster; as well the responses provided by Soviet state power in that regard. The lecture will illustrate and examine the different forms of embodiment as experienced and/or expressed by stakeholders who have participated in the disaster since 1986.

**Background Reading:**

**Tutorial:**
How does Beck illustrate the concept of ‘risk’ in his article? What is your understanding of the ‘anthropological shock’ Beck mentions in this paper? Reflect on the relationship between Beck’s ‘risk society’, bodily considerations and the ways in which the latter are embodied. How do you understand Petryna’s ‘post-Chernobyl social imaginary’? What types of body-imaginary does she work with and/or apply in her paper? How essential are the historical considerations she works with in her paper?

**Required Tutorial Readings:**

**Week 12: Organ Trafficking: The Fight for Body Parts**

In this final lecture of the course we examine anthropological approaches to organ trafficking and the socio-economic symbolism, metaphors, and larger political and economic focus on structural forces governing people’s everyday choices in reference to organ trafficking and the related fight for body parts. Unfortunately, the fight for body parts does not only relate to people in (sometimes desperate) need of organs, but people seeking socio-economic advantages by selling non-vital organs as well. The symbolism inherent in bodily imaginaries will be critically explored in this lecture and, hence, present the conclusion of the course.
**Background Reading:**

**Tutorial:** What do you consider to be the argument of Scheper-Hughes’ article? What do we learn from Scheper-Hughes emphases on different geographic locations as expressed in the article? What do you consider to be the purpose of her comparative approach? How do we know that the article is written by an anthropologist?

**Required Tutorial Readings:**
Scheper-Hughes, Nancy (2000) The Global Traffic in Organs. *Current Anthropology* 41(2):191-224. [This is a long article because it includes commentary by other experts in the field as well]