**History of the Body**

**History 5304, Fall 2014**

**Thursdays, 7:00 pm-9:50 pm**

**University Hall 334**

**Professor:** Dr. Sarah Rose

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**Department of History phone:** 817-272-2861

**Faculty Profile:** http://www.uta.edu/profiles/Sarah-Rose

**Office:** UH 328

**Office Hours:** Tuesdays & Thursdays, 2:30-4:00 pm

**COURSE DESCRIPTION**

This course will explore the history of the body: crippled, adolescent, dead, athletic, middle-class, slave, and migrant bodies, among others. Focusing on the intertwined themes of gender, race, class, disability, and the senses—and their intersections with social policy, medicine, and technology—we will approach the body as a historical text. We will examine how studying the history of the body can shed new light on the lived experiences of ordinary people, such as how the scarred and maimed bodies of slave and sailors in the early Atlantic world helped to inspire both slave revolts and pirate ships. We will also investigate how representations of bodies can illuminate political and cultural history—for instance, how cartoons that presented President McKinley as an effeminate weakling helped to push the United States into the Spanish-American war. Finally, we will explore how these two realms—experience and representation—have interacted to shape how individuals have perceived and understood their own bodies. Readings will focus primarily on the history of the body in the United States but will also include some transatlantic and British studies.

**COURSE GOALS**

1. Students will be able to discuss major themes in the history of the body, such as the ways in which the body can illuminate the lived experiences of ordinary people or shed new light on familiar political and cultural history topics (e.g., the Spanish-American War or the eugenics movement).
2. Students will be able to apply major categories of historical analysis such as gender, race, disability, and class to the history of the body.
3. Students will be able to create well-supported arguments about the history of the body in the United States.

**REQUIRED TEXTS**

Joan Jacobs Brumberg, *The Body Project: An Intimate History of American Girls* (Vintage Books, 1998)

George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (BasicBooks, 1994)

Emily Cockayne, *Hubbub: Filth, Noise, & Stench in England* (Yale University Press, 2008)

Nadja Durbach, *Spectacle of Deformity: Freak Shows and Modern British Culture* (University of California Press, 2009)

Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (Harvard University Press, 1999)

Peggy Pascoe, *What Comes Naturally: Miscegenation Law and the Making of Race in America* (Oxford University Press, 2009)

Michael Sappol, *A Traffic of Dead Bodies: Anatomy and Embodied Social Identity in Nineteenth-Century America* (Princeton University Press, 2004)

Readings marked as **MavSpace** are available as PDFs at <https://mavspace.uta.edu/xythoswfs/webview/_xy-3676412_1>

**COURSE REQUIREMENTS**

***Participation in Discussion (30%):*** This high percentage reflects how it important it is that you are in class, with the reading done and ready to participate, every week. During discussions, please keep in mind that the goal is balanced participation. If you find yourself hogging the floor, please yield it; if you find yourself being a wallflower, please speak up. If you need to be absent for an illness, family emergency, etc., please let me know in advance. More than one absence will negatively affect your grade.

***Pre-class preparation (25%):*** By midnight on the night before ten of our class meetings, you must post three discussion questions and a short description (1-3 sentences) of your “muddiest point” and/or your “most interesting connection” for that week’s reading on the class discussion board. You should add your contribution as a comment on each week’s post (marked “Questions/Comments for Week X”). You are welcome to comment on and build off each others’ posts as well.

If you submit questions for August 28, they will not be graded by I will provide feedback; I encourage you to use these questions as a trial run. You do not need to submit questions for October 16. You may skip one other day.

Strong discussion questions are open-ended, engage with major points in author(s)’ arguments, and are not factual in nature. Examples will be provided on the discussion board.

***Take-home midterm (15%):*** This ~6 page essay midterm will be due on October 16 at the beginning of class. I will not grant extensions except in cases of documented emergencies.

**Question:** In 1991, Roy Porter called for historians to undertake the history of the body and outlined several potential areas of investigation. Two decades later, what themes do you see as central to the history of the body? What implications do these themes have for U.S. history in general? Drawing on course readings, you should outline and discuss at least two themes and their broader implications. You do not need to recapitulate Porter’s themes; in fact, I encourage you to move beyond his categorizations.

***Final paper (30%):*** An interpretive essay (~15 pages long) based on secondary readings will be due at the end of the semester. This paper should focus on a significant lacuna, interpretive conflict, or historiographic contradiction. You should begin with a selected subset of the course’s *common readings*, and then add a few other relevant texts that will help you address the three following questions: 1) How, in short, do historians currently understand the selected subfield? 2) What are the limits and/or contradictions in the literature to date? 3) How might you imagine a research project (a seminar paper? thesis? dissertation?) that could address this lacuna, interpretive conflict, or historiographic contradiction? Your paper should provide a clear elucidation of the problem together with an agenda for resolving it, i.e. not a research paper *per se* but the justification for same together with some sense of how it might be pursued. The idea, in short, is to use this class to jumpstart a subsequent writing project.

**Paper schedule:**

Thursday, October 9: A paper proposal with bibliography (1-2 pages total) due in class. *You must meet with me to discuss potential ideas for topics before this date.*

Thursday, November 20: Be prepared to briefly present your topic in class (2-3 minutes).

Tuesday, November 25 (Tuesday): Optional: submit a draft of your paper. I will return the drafts by December 2.

December 11: Final paper due to my office or UH 201 by 5 pm.

**Etiquette**

I strive to create a respectful, distraction-free learning environment. Please be respectful of the class and your fellow students.*You are expected to arrive on time and remain for the duration of the class.* Please inform me if you need to leave early. *Cell phones and pagers must be turned off during class.*

If you are regularly absent, routinely arrive late or leave the room during the middle of class, use your laptop for anything other than taking notes, play on your phone, sleep, send or read texts, read non-course materials during class, engage in chitchat during class, or otherwise neglect to participate, I will grade you down for the day and will not give you the benefit of the doubt if your final grade is on the border between two grades.

Unless you have a legitimate reason for having your phone out of your bag (e.g., family emergency) *and* you have asked permission from me, cell phones must remain on vibrate and in your bag or pocket for the duration of the class. Otherwise, I will count you as absent.

**Other notes on grading**

1. Extensions will only be granted in cases of documented emergencies (e.g., police report or doctor’s note). Late assignments will penalized one grade per day.
2. I will consider improvement in your work over the course of your semester when calculating your final grade.
3. You must complete all assignments to pass the course.

**IMPORTANT POLICIES**

This syllabus is subject to revision over the course of the semester. I will notify you about any changes in class and by e-mail.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** The final drop day is October 29. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364. Solutions that benefit one student can end up helping the class as a whole, so please feel free to come forward with any questions or suggestions inside or outside of class.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**My Plagiarism Policy:** If you copy someone else’s words or ideas—from the internet, books, other people’s papers, encyclopedias, among other sources—without crediting them and using quotation marks for any direct quotes, you are committing plagiarism. If you change just a few words and do not credit the author, that is also plagiarism. If you have any questions, please see me or consult Charles Lipson’s *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*, 2nd edition (Chicago, 2008) in the library. Penalties for plagiarism on assignments will range from a zero on the assignment to an F in the class. I also will report you to the Office for Student Conduct, which might lead to expulsion if you have a record.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Writing Center:** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit [https://uta.mywconline.com/](https://owa.uta.edu/owa/luket%40exchange.uta.edu/redir.aspx?C=jqplelmmw0KcvkWv1pRv_rHS8ofUUtFIXl_CWZTLffEmCPyZf3x4ncUbBmD9p3gSPROCbhSJj7U.&URL=https%3a%2f%2futa.mywconline.com%2f" \t "_blank) to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located in the center of UH on the side away from the main quadrangle. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

**SCHEDULE OF READINGS AND ASSIGNMENTS**

**Week 1—August 21: Introduction to the History of the Body**

* Roy Porter: “History of the Body”, in *New Perspectives on Historical*
* *Writing*, ed. Peter Burke (Pennsylvania State University Press, 1991), 206-232. **(MavSpace)**
* Joan Wallach Scott, “Gender: A Useful Category of Historical Analysis,” in *Gender and the Politics of History*, revised edition (New York City: Columbia University Press, 1999), 28-52 **(MavSpace)**
* Douglas C. Baynton, “Disability and the Justification of Inequality in American History,” in *The New Disability History: American Perspectives*, ed. Paul K. Longmore and Lauri Umansky (New York: NYU Press, 2001), pp. 33-57 **(MavSpace)**

**Week 2—August 28: Drawing Bodily Lines**

* Michel Foucault, Ch. 1 of *Discipline and Punish*, “The Body of the Condemned”: 3-31 **(MavSpace)**
* Kathleen M. Brown, “Murderous Uncleanness: The Body of the Female Infanticide in Puritan New England,” in *A Centre of Wonders: The Body in Early America*, ed. Janet Moore Lindman and Michele Lise Tarter (Ithaca: Cornell University Press, 2001), 77-94 **(MavSpace)**
* Richard Cullen Rath, “Acoustics and Social Order in Early America,” in *Hearing History: A Reader*, ed. Mark M. Smith (Athens: University of Georgia, 2004), 207-220 **(MavSpace)**
* Giorgio Agamben, “*Umwelt*” and “Tick” in *The Open: Man and Animal*, trans. Kevin Attell (Stanford University Press, 2004), 39-43 and 45-47 **(MavSpace)**
* Carolyn Korsmeyer*,* "Delightful, Delicious, Disgusting," in *Food & Philosophy:  Eat, Think and Be Merry,* ed. Fritz Allhoff and Dave Monroe(Blackwell Publishing, 2007), 145-161 **(MavSpace)**
* Marcy Norton, “Tasting Empire: Chocolate and the European Internalization of Mesoamerican Aesthetics,” *American Historical Review* 111, no. 3 (June 2006): 660-691 **(MavSpace)**

**Week 3—September 4: Sensing Bodies**

* Emily Cockayne, *Hubbub*

**Week 4—September 11: Slave Bodies**

* Walter Johnson, *Soul by Soul*

**Week 5—September 18: Dead Bodies**

* Michael Sappol, *A Traffic in Dead Bodies*

**Week 6—September 25: Reconstructing American Bodies**

* Drew Gilpin Faust, “Burying: ‘New Lessons Caring for the Dead,’” in *This Republic of Suffering: Death and the American Civil War* (New York: Alfred A. Knopf, 2008), 60-101 **(MavSpace)**
* James Marten, “Maimed Darlings: Living with Disability,” in *Sing Not War: The Lives of Union and Confederate Veterans in Gilded Age America* (University of North Carolina Press, 2011), 76-124 **(MavSpace)**
* Amy Dru Stanley, “Beggars Can’t Be Choosers: Compulsion and Contract in Postbellum America,” *Journal of American History* 78, no. 4 (March 1992), 1265-1293 **(MavSpace)**
* Barbara Y. Welke, “When All the Women Were White, and All the Blacks Were Men: Gender, Class, Race, and the Road to Plessy, 1855-1914,” *Law and History Review* 13, no. 2 (Autumn 1995): 261-316 **(MavSpace)**

**Week 7—October 2: Segregating Bodies**

* Peggy Pascoe, *What Comes Naturally: Miscegenation Law and the Making of Race in America*

**Week 8—October 9: Displaying Bodies**

* Final paper proposal due in class
* Nadja Durbach, *Spectacle of Deformity*
* Jane Caplan, “‘Speaking Scars’: The Tattoo in Popular Practice and Medico-Legal Debate in Nineteenth-Century Europe,” *History Workshop Journal* 44 (Autumn 1997): 106-142 **(MavSpace)**

**Week 9—October 16: The Dysgenic Body**

* Midterm due at the start of class
* We will watch *A World without Bodies* and *NoBody’s Perfect*

**Week 10—October 23: Migrant Bodies, Whiteness, and the Law**

* Ava Baron and Eileen Boris, “‘The Body’ as a Useful Category for Working-Class History” and discussion by John F. Kasson, Susan A. Glenn, and Valerie Burton, with response by the authors, *LABOR: Studies in the Working-Class History of the Americas* 4, no. 2 (Summer 2007): 23-64 **(MavSpace)**
* Susan Schweik, “Begging the Question: Disability, Mendicancy, Speech and the Law,” *Narrative* 15, no. 1 (2007): 58-70 **(MavSpace)**
* Sandy Sufian, “Mental Hygiene and Disability in the Zionist Project,” *Disability Studies Quarterly* 27, no. 4 (2007) **(available at** [**http://dsq-sds.org/article/view/42/42**](http://dsq-sds.org/article/view/42/42)**)**
* Nayan Shah, “Between ‘Oriental Depravity’ and ‘Natural Degenerates’: Spatial Borderlands and the Making of Ordinary Americans,” *American Quarterly* 57.3 (2005): 703-725 **(MavSpace)**
* Cian T. McMahon, “Caricaturing Race and Nation in the Irish American Press, 1870-1880: A Transnational Perspective,” *Journal of American Ethnic History* 33, no. 2 (Winter 2014): 33-56 **(MavSpace)**

**Week 11—October 30: The Fit Body: Imperialism and Physical Culture**

* Rachel Poliquin, “Spectacle,” in *The Breathless Zoo: Taxidermy and the Cultures of Longing* (Pennsylvania State Press, 2012), 77-109 **(MavSpace)**
* Laura Briggs, “The Race of Hysteria: ‘Overcivilization’ and the ‘Savage’ Woman in Late Nineteenth-Century Obstetrics and Gynecology,” *American Quarterly* 52, no. 5 (June 2000): 246-273 **(MavSpace)**
* Kristen Hoganson, “McKinley’s Backbone: The Coercive Power of Gender in Political Debate,” in *Fighting For American Manhood: How Gender Politics Provoked the Spanish-American War* (Yale University Press, 1998), 88-106 **(MavSpace)**
* Ann Laura Stoler, “Carnal Knowledge and Imperial Power: Gender and Morality in the Making of Race,” in *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule* (University of California Press, 2002), 41-78 **(MavSpace)**
* Ina Zweiniger-Bargielowska, “Building a British Superman: Physical Culture in Interwar Britain, c. 1900-1939,” *Journal of Contemporary History* 41, no. 4 (October 2006): 595-610 **(MavSpace)**

**Week 12—November 6: Bodily Interventions: Consumption & Reproduction**

* Joan Jacobs Brumberg, *The Body Project*, Introduction and Chapters 1-4, xvii-138
* Dorothee Brantz, “How Parasites Make History: On Pork and People in Nineteenth-Century Germany and the United States,” *Bulletin of the German Historical Institute* 36 (Spring 2005): 69-79 **(MavSpace)**
* Carolyn Thomas de la Peña, “Designing the Electric Body: Sexuality, Masculinity, and the Electric Belt in America, 1880-1920,” *Journal of Design History* vol. 14, no. 4 (2001), 275-289 **(MavSpace)**
* Sander L. Gilman, “The Racial Nose” in *Making the Body Beautiful: A Cultural History of Aesthetic Surgery* (Princeton: Princeton University Press, 2000): 85-118 **(MavSpace)**
* George H. Roeder, Jr., “Censoring Disorder: American Visual Imagery of World War II,” in *The War in American Culture: Society and Consciousness During World War II*, ed. Lewis A. Erenberg and Susan E. Hirsch (Chicago: University of Chicago Press, 1996), 46-70 **(MavSpace)**

**Week 13—November 13: Gay Bodies?**

* George Chauncey, *Gay New York*

**Week 14—November 20: Cyborgs**

* Brief presentations on final papers (2-3 minutes)
* Hari Kunzru, “You Are Cyborg” (interview with Donna Haraway) in *Wired* (2003) <http://www.wired.com/wired/archive/5.02/ffharaway_pr.html>
* Donna Haraway, “A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century, “in *Simians, Cyborgs, and Women: The Reinvention of Nature* (Routledge, 1991), 149-181 **(MavSpace)**
* Katherine Ott, “The Sum of Its Parts: An Introduction to Modern Histories of Prosthetics,” in *Artificial Parts, Practical Lives*, pp. 1-42 **(MavSpace)**
* Sarah F. Rose and Joshua A. T. Salzmann, “Bionic Ballplayers: Risk, Profit, and the Body as Commodity, 1964-2007,” *LABOR: Studies in the Working-Class History of the Americas* 11, no. 1 (February 2014): 47-76 **(MavSpace)**
* R. A. R. Edwards, “Sound and Fury; or, Much Ado about Nothing? Cochlear Implants in Historical Perspective,” *Journal of American History* 92, no. 3 (December 2005): 892-920 **(MavSpace)**

**November 25:** optional: drafts of papers due, will be returned December 2nd

**December 11—Final paper due by 5 pm to UH 328 or to Dr. Rose’s mailbox in UH 201.**

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

—Dr. Sarah Rose