The modern body is a product of history; it moves to the rhythms of history and history moves to its rhythms. The body makes history and history makes the body because the history of the body is just as much the history of power and culture as it is the history of medical advances. These are the central contentions of the field which is known as “the history of the body,” one which cuts across the histories of sex, love, crime, race, empire, the city, and ideas, one which has inspired the greatest thinkers of our time: Foucault, Freud, de Certeau, Elias, and many others. This course explores this field, focusing primarily on Europe but also making comparative forays into Persia and the Ottoman empire. How, we will ask, can history produce bodies - not just different visions of the body but also different experiences of the body? How do these experiences go on to reshape the course of history? We will explore these questions through a series of fascinating cases: from eating practices amongst medieval nuns to nineteenth-century French hermaphrodites, from the invention of race to the persecution of witchcraft. At every point, we will ask how much the subject of the body requires us to rewrite the timeline of history –more than just adding nuance to what we already know, the history of the body changes our conception of how history moves and conditions under which the world transforms, altering our sense of the kinds of questions that historians, and everyone else, should be asking. This course, as such, is designed not only to disseminate knowledge about the subject subject and expose you to new methods of scholarly interpretation, but also to change how you look at the world around you.

Attendance and Punctuality:
- Each absence must be accompanied by a medical or Dean’s note. This class meets once a week, so each unexcused absence will noticeably impact your final grade. Three unexcused absences equals a NC. Please also arrive to class on time. I have found the hard way that this needs to be stated on the syllabus!

Assignments:
- Weekly short (500-1000 words) Moodle posts (20%): They will vary by week, and each has a prompt. They will not be graded individually (although you will get comments). You’ll get cumulative grades on these posts at two points in the semester.
- Two short papers (20% each). On two of these weeks, you will write a 5-6 page paper instead of the short assignment. It is up to you to choose which week you will turn in the paper, basing it around your interests or schedule or whenever the inspiration strikes you.
- Take-Home Final Examination (20%). It will build directly off of your Moodle posts – so the more you devote yourself to the posts, the better prepared you will be for this.
- Participation (20%). Participation in discussion and/or other demonstrations of engagement with the course.
Week One: A Reverse History of Sex and Violence
- Sade (clips)
- Fanny Hill (selections)
- Hieronymous Bosch, “Bird-headed Monster,”
http://www.nybooks.com/articles/archives/2013/dec/19/rome-sex-freedom/

Week Two: The Chaotic Sensorium of the Medieval Body
Moodle assignment: Please come to class with a one-paragraph summary of each of these articles. Based on what you’ve read, does it even make sense to speak of “the medieval body”? On the other hand, what do we lose by doing away with the concept altogether?

Week Three: Mind Your Manners
- Philippe Aries, “The Discovery of Childhood,” “A Modest Contribution to the History of Games and Pastimes,” and “The Two Concepts of Childhood,” in Centuries of Childhood (1965), 33-50, 6-100, 128-137 [MOODLE]
- Moodle assignment: Search through the text of the Hildemar project (http://hildemar.org/) for one or more of the following words: sleep, food, lust, night, silence, pain, touch, prayer, work, wash, feel, listening, touch, watch, smell, sin, want, desire. How do your findings help connect Elias and Aries to last week’s readings?

Week Four: The Hidden Worlds of the Body
- Michael Stolberg, “Examining the Body,” in The Routledge History, 91-104 [Read] [MOODLE]
- Scott Gilbert, “Bodies of Knowledge: Biology and the Inter-cultural University,” http://faculty.umb.edu/pjt/gilbert.html [Read]
Week Five: The Invention of Race


Moodle Assignment: Please come to class with a thorough outline of both articles, which are short but dense. How would you use the argument of these articles to argue with a layman who claimed that race is “natural”?

Week Six: The Perpetual Rediscovery of Sex


Moodle assignment: Based on your reading of Laqueur and Park, is Traub providing a map for what the history of sexuality is or what it should be? To what degree do Laqueur and Park already write the kind of history that Traub is saying needs to be written? What is the one most important question that emerges for you when you think about these three pieces together?

Week Seven: Dreams of the Past: Freud, Historians and Witches

- Sigmund Freud, *The Interpretation of Dreams* (1999), [selection] [MOODLE]
- Joan Scott, “The Incommensurability of Psychoanalysis and History,” *History and Theory* 51 (February 2012), 63-83 [MOODLE]

Moodle Assignment: In what ways does Freud underlie Roper’s chapter even when he is not cited? Does Scott change your opinion about this?

SPRING BREAK

Week Eight: The Body and the State in Crisis

- “The Devils” a film by Ken Russell
- *The Devils* by Aldous Huxley (if you have time over break)
Moodle assignment: Between the book by de Certeau and the film by Ken Russell, what are your thoughts on the film as a work of historical scholarship and the book as “cinematic”?

**Week Nine: Comparative Histories of Love**
Moodle assignment: How does this book help you answer and/or think about the question that Laqueur/Traub/Park readings raised for you about locating and contouring the history of sexuality? What other questions does it raise, in light of what we have read so far?

**Week Ten: The Senses of Pleasure**
- John Cleland, *Fanny Hill: Or, Memoirs of a Woman of Pleasure* (1740)
Moodle assignment: Please pick any three pages from the novel and make a list of the senses described and the methods used to describe them. What is the relationship between the narrator’s experience of sexual pleasure and the author’s microscopic attention to the senses? In what ways does the eighteenth-century discovery of the nerves enhance sexual pleasure? Where and how does this novel help identify the contours of *jouissance*?

**Week Eleven: Enlightenment Sodomites**
- Search for “sodomy” persecutions in www.oldbaileyonline.org for the period between 1690 and 1740. What patterns do you see?
- “Letters from Philogynus,” http://rictornorton.co.uk/eighteen/1726phil.htm
Moodle Assignment: Why did the sodomy prosecutions increase so much in the eighteenth century? Do you agree with Trumbach? Which of the views that Hitchcock presents does your own reading of the primary sources support? Pick one of Trumbach’s and Hitchcock’s theses (ex: the point he makes in the last paragraph) and use the sources to explore his contention.

**Week Twelve: The Body as Revolutionary Object**
Moodle assignment: Pick three images, each from a different chapter, which, to you, most vividly illustrate Hunt’s central contention. Pick one of these images and see if you can follow the visual cue in the following database. http://chnm.gmu.edu/revolution/browse/images/. If you write a paper this week, here is a question to think about: how does *The Family Romance* help you interrogate Joan Scott’s contention in the “Incommensurability of Psychoanalysis and History”?
Week Thirteen: Normalizing Violence
- Michel Foucault, Herculine Barbin: Being the Recently Discovered Memoirs of a Nineteenth Century French Hermaphrodite (1993) [selections]
Film: Orlando
Moodle assignment: What are the cultural assumptions which you believe structure the doctor’s observations, shaping the context for the allegedly “objective” diagnosis and conclusion? Remember that such cultural assumptions may have to do with things as obvious as gender norms, gendered expectations about bodies, or gendered beliefs about the functions of bodies and body parts. In developing your analysis you may certainly refer to the secondary works we have read on this subject. Nevertheless, your own analysis of these documents should be the main foundation for the conclusions you draw.

Week Fourteen: Persia Beyond Gender
Moodle assignment: How does this particular series of articles change the kinds of questions you think should be asked about “East-West” comparisons?