

HH3019: History of the Body



Assoc. Prof. Park Hyung Wook

I. Course Description:

The body has become a focal point of a variety of cultural and political discourses and practices in modern society. Based on major literature in the history of the body, this course aims at leading students to deepen their perspectives on the body and its social and philosophical underpinnings. Why do we need to take care of our body? How and why were Asia and Europe so different in understanding and describing the body? In what place has the body been placed in the changing cultural landscape of the globalizing world? What has been the true nature of corporal punishment and torture on the body? Why do many people today check the number of dietary calories to maintain a slender body? What is the impact of developing technologies upon our body and its social implication? By asking and answering these questions, students will be able to broaden their historical understanding of the body, which shall also contribute to their scholarship in history and other disciplines.

II. Course Design:

There will be a three-hour seminar each week. For the first 40 minutes, the professor will introduce the day's main subjects with certain points for further thinking. And the next 20-30 minutes shall be used for student presentations on prescribed readings and newspaper articles. The rest of the class is for a general discussion based on a set of discussion questions for the week. Each student's performance will be evaluated in accordance with her or his midterm assignment, final essay, discussion reports, presentations, and participation in the seminars. This course, which offers 3 academic units, has no pre-requisites.

III. Course Schedule and Readings:

1. Introduction

Marian Fraser and Monica Greco, "Introduction," in Marian Fraser and Monica Greco (eds.), *The Body: A Reader* (London: Routledge, 2005), pp. 1-3, 6-9.

Nobert Elias, "Civilization and Psychosomatics," in Marian Fraser and Monica Greco (eds.), *The Body: A Reader* (London: Routledge, 2005), pp. 96-99.

Harry Collins, *Tacit and Explicit Knowledge* (Chicago: University of Chicago Press, 2010), pp. 1-8.

2. Bodies in Traditional Medical Systems

Carole Rawcliffe, *Medicine and Society in Later Medieval England* (Far Thrupp: Sutton, 1995), pp. 29-57.

Shigehisa Kuriyama, *The Expressiveness of the Body* (New York: Zone Books, 2002), pp. 17-60 (Chapter 1).

Paul U. Unschuld, *Medicine in China: A History of Ideas* (Berkeley: University of California Press, 2010), pp. 51-100. (Chapter 3)

3. Two Bodies in China and Greece

Shigehisa Kuriyama, *The Expressiveness of the Body* (New York: Zone Books, 2002), pp. 61-194. (Chapters 2, 3, 4)

4. Body, Gender, and Anatomy in Early Modern Europe

Katherine Park, *Secrets of Women: Gender, Generation, and the Origins of Human Dissection* (New York: Zone Books, 2006), pp. 39-159. (Chapters 1, 2, 3)

5. Sexual Bodies and the Politics of Difference

Thomas Laqueur, *Making Sex: Body and Gender from the Greeks to Freud* (Cambridge, Mass.: Harvard University Press, 1990), pp. 63-113, 149-192. (Chapters 3, 5)

Emily Martin, "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles," *Journal of Women in Culture and Society* 16 (1991), pp. 323-339.

6. Punishment and Discipline

Michel Foucault, *Discipline and Punish: The Birth of the Prison*, tr. Alan Sheridan (New York: Vintage Books), pp. 3-31, 73-103, 135-169, 184-194. (Chapters 1-1, 2-1, 3-1, part of 3-2)

7. Beautiful Body

Umberto Eco, *History of Beauty* (New York: Rizzoli, 2004), pp. 8-14, 48-50, 72-81, 418-428.

Arthur Marwick, *A History of Human Beauty* (London: Hambleton, 2004), pp. 1-32.

Roy Porter, "The Transience of Consumptive Beauty," in Roy Porter (ed.), *The Cambridge Illustrated History of Medicine* (Cambridge: Cambridge University Press, 1996), p. 107.

Naomi Wolf, *The Body Myth: How Images of Beauty Are Used against Women* (New York: Anchor, 1990), pp. 9-19.

8. From Footbinding to Sports in China

Fan Hong, *Footbinding, Feminism and Freedom: The Liberation of Women's Bodies in Modern China* (London: Frank, 1997), pp. 17-75 (Chapters 1, 2)

Andrew D. Morris, *Marrow of the Nation: A History of Sport and Physical Culture in Republican China* (Berkeley: University of California Press, 2004), pp. 1-16, 100-140. (Chapters 1, 5)

9. Plastic Surgery in Making Gender and Race

Sander Gilman, *Making the Body Beautiful: A Cultural History of Aesthetic Surgery* (Princeton: Princeton University Press, 1999), pp. 85-118.

Meredith Jones, *Skintight: An Anatomy of Cosmetic Surgery* (Oxford: Berg, 2008), pp. 7-48 (Chapters 1, 2).

10. Hermaphrodites and Intersexuals

Michel Foucault, *Herculine Barbin* (Brighton: Harvester, 1980), pp. vii-xvii, 124-144.

Anne Fausto-Sterling, *Sexing the Body: Gender Politics and the Construction of Sexuality* (New York: Basic Books, 2000), pp. 45-114. (Chapters 3, 4)

11. Calories and Fat Bodies

Ann F. La Berge, "How the Ideology of Low Fat Conquered America," *Journal of the History of Medicine and Allied Sciences* 63 (2008), pp. 139-177.

Peter Stearns, *Fat History: Bodies and Beauty in the Modern West* (New York: New York University Press, 1997), pp. 3-24, 71-97. (Chapters 1, 4)

Sander Gilman, *Fat: A Cultural History of Obesity* (Cambridge: Polity Press, 2008), pp. 137-163.

12. Cyborgs, Humanoids and Posthumanism

Laura Bartlett and Thomas B. Byers, "Back to the Future: The Humanist Matrix," *Cultural Critique* 53 (2003), pp. 28-46.

Neil Badmington, "Theorizing Posthumanism," *Cultural Critique* 53 (2003), pp. 10-27.

Jennifer Robertson, "Gendering Humanoid Robots: Robo-Sexism in Japan," *Body and Society* 16 (2010), pp. 1-136.

13. Muscles and Gender

Alan K. Klein, "Of Muscles and Men," *The Sciences* 33 (1993), pp. 32-37.

Leena Martin and Nicola Gavey, "Women's Bodybuilding: Feminist Resistance and/or Femininity's Recuperation?" *Body and Society* 2 (1996), pp. 45-57.

IV. Evaluation:

1. Midterm Assignment: (20%)

Students should write an analytic essay on a topic. The professor will announce the topic by early February. With 1,000 words (excluding bibliography and footnotes), the essay should critically address the topic. The review should be submitted to the course's NTULearn site in the form of the MS word file (a pdf file is not recommended).

2. Presentation I: Analytic Summary of Prescribed Readings: (10%)

During the seminar, students should present her or his summary and view of an article among the week's prescribed readings. The student should briefly sum up the chosen paper and analyze its main idea from a critical perspective. For this purpose, she or he can cite other readings in the syllabus. This assignment can start from the third week. The schedule of this presentation must be settled by 10 February 2017 and all students should email the professor on the day of their presentation and the readings they chose (3 candidate articles can be submitted). This presentation will be graded in accordance with accuracy, clarity, and analytic depth. Each presentation should be finished within 10 minutes.

3. Presentation II: Newspaper Analysis: (10%)

During the seminar, every student should present a newspaper article on the week's topic along with her or his critical analysis. This assignment should begin from the sixth week. The schedule of this presentation must be fixed on or before 10 February 2017. Before presentation, the student must send the professor the selected newspaper article's pdf file or website address. This presentation will be graded in accordance with relevance, clarity, and analytic depth. Each presentation should be finished within 5 minutes.

4. Feedback during Presentations: (5%)

Students are encouraged to ask questions or make comments on other students who present during the seminar. These questions and comments will be graded according to their relevance,

novelty, and ingenuity.

5. Participation and Attendance in the Seminar: (10%)

Each student's attendance and activity is monitored in every seminar and the record will be used in the final evaluation. Please be sure to show up and be proactive in the class.

6. Discussion Report: (15%)

After the seminar, each group should submit a report of the day's discussion to a blog created within NTULearn. This report reflects not only the content of the reading, but also the outcome of the class members' conversation and debate about the day's subject. In the report, all participating students' name must be written.

7. Final Research Essay: (30%; the essay)

Students will write an original essay on a theme on the body. With 2,000 words (excluding bibliography and footnotes), the essay must discuss a theme from historical, cultural, and social standpoints. The essay should include an original argument based on students' reading and study of the class material alongside other relevant papers and books that could be found in the NTU/NIE libraries. It is important to cite and use at least three articles or monographs in the prescribed readings of the syllabus, but the essay should not be a mere review of the literature. If the student hopes, she or he may perform an interview on certain people related to the theme of the essay. It is possible to conduct a survey to draw a meaningful conclusion about a group of people in Singapore. If interview or survey is necessary, an ethics appraisal form must be completed together. The final essay should be submitted to the course's NTULearn site in the form of the MS word file (a pdf file is not recommended).

V. Late Submission:

There will be a penalty to a paper submitted after the deadline. The extent of penalty will be decided depending on the general distribution of students' marks in the entire class. But late submission can be excused according to the professor's understanding of the student's circumstances.

VI. Policy on Absence:

If you do not show up in a week, you will lose all credits that can be awarded to you for the week, including those for participation, attendance, presentation feedback, and discussion reports. But you have a medical or institutional (e.g. required university activity) reason, you can submit your documentary evidence, along with one-page summary of the week's reading. With this summary, you can get the marks for attendance and discussion reports.

VII. Plagiarism:

Plagiarism is a serious academic misconduct and may endanger a student's career in a highly severe way. It is done intentionally or unintentionally by using another person's ideas and writings without any proper citation and/or quotation marks. Paraphrasing is an act of rewriting other people's ideas or arguments using your own words. While this is an acceptable practice in most cases, it can be an issue if you do not indicate that the ideas have come from another person's work. If you are not sure about how you should do regarding these issues, please do cite the referred sources in footnotes/endnotes and use the quotation marks around the terms you did not invent. Even if a student cited a source, direct quotation without quotation marks may be a problem, too. If any plagiarized sentence or paragraph is detected, the grade will be reduced to zero and the student's name will be reported to the school.

VIII. How to Find Readings and Movies:

All the articles and book chapters in the required reading list can be downloaded at the course webpage in the NTULearn system. Many in the optional reading list are also available in the same courseweb. Most books in this optional list can be found in the HSS or LWN libraries, and the others are to be checked out from the professor's personal collection. Students can borrow or buy the books for their essay assignment.