

## HH3019: History of the Body

Assoc. Prof Hyung Wook Park



Contact:

Phone: +65 6592 3565 (office) / hwpark@ntu.edu.sg (email)

**SUBJECT TO CHANGE!**

### **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 perspective on the body and its various 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? 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.

### **Course Design:**

There will be a three-hour seminar each week. For the first 30 minutes, the professor will introduce the day's main subjects with certain points for further thinking. And the next 15 minutes shall be used for a few students' analysis of papers assigned for the week. This will be followed by a general discussion with students' pre-class questions submitted onto the course's website in NTULearn. The remaining time should be spent for a deeper and synthetic discussion engaging all attending students in groups. Each student's performance will be evaluated in accordance with her or his midterm assignment, final essay, pre-class questions, discussion report, paper presentation, and participation in the seminars. This course, which offers 3 academic units, has no pre-requisites.

### **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.

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

Nobert Elias, "Civilization and Psychosomatics," in Marian Fraser and Monica Greco (eds.), *The Body*, pp. 96-99.

#### 2. Bodies in Traditional Medical Systems of the World

Carole Rawcliffe, *Medicine and Society in Later Medieval England* (Far Thrupp: Sutton, 1995), pp. 29-57.  
Roy Porter, *The Greatest Benefit to Mankind: A Medical History of Humanity* (New York: Norton, 1997), pp. 135-162. (Chapters 6, 7)  
Howard R. Turner, *Science in Medieval Islam* (Austin: University of Texas Press, 2006), pp. 131-161.

### 3. Two Bodies in China and Greece

Shigehisa Kuriyama, *The Expressiveness of the Body* (New York: Zone Books, 2002), pp. 17-60, 111-194. (Chapters 2, 3, 4)

**Presentation:** Kuriyama, *Expressiveness of the Body*, pp. 233-270. (Chapter 6)

### 4. Sex and Gender

Judith Butler, "Bodies That Matter," in *The Body*, pp. 62-65.

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.

Luce Irigaray, *Je Tu Nous: Toward a Culture of Difference*, tr. Alison Martin (New York: Routledge, 1987), pp. 31-44. (Chapter 4, 5).

### 5. 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)

**Presentation:** Park, *Secrets of Women*, pp. 207-259. (Chapter 5)

### 6. Sexual Bodies and the Politics of Difference

Thomas W. 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)

**Presentation:** Sarah S. Richardson, *Sex Itself: The Search for Male and Female in the Human Genome* (Chicago: University of Chicago Press, 2013), pp. 81-102.

### 7. Mechanical Body

René Descartes, *Treatise on Man*, tr. Thomas Steele Hall (Cambridge, Mass.: Harvard University Press, 1972), pp. 1-32.

Simon Schaffer, "Enlightened Automata" in William Clark, Jan Golinski, and Simon Schaffer (eds.), *The Sciences in Enlightened Europe* (Chicago, University of Chicago Press, 1999), pp. 126-165.

Steven Shapin, *The Scientific Revolution* (Chicago: University of Chicago Press, 1996), pp. 30-57.

### 8. Punishment and Discipline

Michel Foucault, *Discipline and Punish: The Birth of the Prison*, tr. Alan Sheridan (New York: Vintage Books), pp. 3-31 (Chapters 1-1)

Michel Foucault, "Docile Bodies" and "The Means of Correct Training," in Paul Rabinow, ed., *The Foucault Reader* (New York: Pantheon, 1984), pp. 179-205.

Michael Walzer, "The Politics of Michel Foucault," in David Couzens Hoy (ed.), *Foucault: A Critical Reader* (Oxford: Blackwell, 1986), pp. 51-68.

**Presentation:** Marcel Mauss, "Techniques of the Body," in *The Body*, pp. 73-77.

### 9. Emergence of Masturbation as a Modern Problem

Thomas W. Laqueur, *Solitary Sex: A Cultural History of Masturbation* (New York: Zone Books, 2004), pp. 83-110, 185-235, 276-302.

**Presentation:** Laqueur, *Solitary Sex*, pp. 302-358.

### 10. 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: Hambledon, 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.

### 11. Ambiguous and Alterable Sexes

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

Sander L. Gilman, *Making the Body Beautiful: A Cultural History of Aesthetic Surgery* (Princeton: Princeton University Press, 1999), pp. 258-294.

**Presentation:** John Sloop, "Disciplining the Transgendered: Brandon Teena, Public Representation, and Normativity," *Western Journal of Communication* 64 (2000), pp. 165-189.

### 12. Men's Bodies and Masculinities

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

R. W. Connell, *Masculinities*, 2<sup>nd</sup> edition (Berkeley: University of California Press, 2005), pp. 45-66.

Howard Chiang, "Translating Culture and Psychiatry across the Pacific: How Koro Became Culture-Bound," *History of Science* 53 (2015), pp. 102-119.

### 13. Cyborgs, Humanism, and Posthumanism

Donna J. Haraway, "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century," in *Simians, Cyborgs, and Women: Reinventing Nature* (New York: Routledge, 1991), pp. 149-181.

N. Katherine Hayles, *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics* (Chicago: University of Chicago Press, 1999), pp. 1-13, 18-24. (Introduction)

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

## **Evaluation:**

### 1. Midterm Assignment: (20%)

Students should write a review essay on a theme. The professor will announce the theme before mid-September. With 1,000 words (excluding bibliography and footnotes), the review 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. Pre-Class Questions: (15%)

Every student should propose a question for discussion during the seminar. The question is to be uploaded in the course portal in NTULearn before 6pm on every Tuesday. These questions will be graded according to their relevance, novelty, and ingenuity.

### 3. 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.

### 4. Paper Presentation: (10%)

In a group (which may be different from the discussion group), each student should present a paper assigned to some of the weeks. The presentation must analyze the content of the paper with a critical insight and should discuss how it is related to the required reading of the week. Students are strongly encouraged to have a consultation with the professor before her or his presentation.

### 5. Discussion Report: (15%)

After the seminar, each group should submit a report of discussion to the course portal 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 week's subject. The professor's comment will be added. The deadline is 8 pm on every Wednesday.

### 6. Final Research Essay: (25%)

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 reading 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. Before writing your essay, students have to submit their one-paragraph "plan" of the final assignment by 15 October. The professor will advise students based on this plan, which will constitute 5% of the final grade. 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).

**Late Submission and Absenteeism:**

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. Likewise, student can miss a class if there is a good reason to do so, including family emergency, illness, or compulsory university activity. In such a case, students should submit the documentary evidence supporting their reasons along with a summary of readings for the week to gain the credit for attendance.

**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.

**How to Find Readings:**

All the articles and book chapters in the required reading list can be downloaded at the course portal in the NTULearn system.

**Optional Readings:**

All optional readings are to be found in NTULearn. You can download any of them for your advanced study. The topics cover various themes in the history of the body. For some uploaded files without references, you may contact the professor.