

WGST 696: (Seminar) Bodies in History and Culture

Mode of Instruction: face-to-face

INSTRUCTOR INFORMATION	COURSE INFORMATION
Dr. Kelly Watson Kelly.watson@mail.wvu.edu Office Location: Hodges Hall 505H Office Hours: T/TH 1:00 – 2:30	Spring 2023 Tuesday 4:00 – 6:50 PM WVU Downtown Campus Hodges 505D (Conference Room)

COURSE INFORMATION

Course Description

This course examines the way that bodies have been raced, gendered, classed, etc. in different times and places. We will predominately be focusing on bodies in the global west.

Catalog: Series of meetings that may include research presentations by students, faculty, or visitors; discussions of professional issues or current literature; or other varying topics.

Required Course Materials

- Fabian, Ann. *The Skull Collectors: Race, Science, and America's Unburied Dead*. 2020. ISBN: 978-0226760575
- Harvey, Karen. *The Imposteress Rabbit Breeder: Mary Toft and Eighteenth-Century England*. 2020. ISBN: 978-0198734888
- Herzig, Rebecca M. *Plucked: A History of Hair Removal*. 2016 ISBN: 978-1479852819
- Manion, Jen. *Female Husbands: A Trans History*. 2020. ISBN: 978-1108483803
- Reis, Elizabeth. *Bodies in Doubt: An American History of Intersex*, second edition. 2021. ISBN: 978-1421441849
- Roberts, Dorothy. *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-First Century*. 2012. ISBN: 978-1595588340
- Stoler, Ann Laura. *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. 2010. ISBN: 978-0520262461
- Washington, Harriet A. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present* Reprint edition. 2008. ISBN: 978-0767915472
- Additional readings will be available on eCampus

A full bibliography can be found at the end of the document.

GENERAL INFORMATION

Academic Integrity and Honesty

The integrity of the classes offered by any academic institution solidifies the

foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, instructors will enforce rigorous standards of academic integrity in all aspects and assignments of their courses. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University [Academic Standards Policy](#). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see your instructor before the assignment is due to discuss the matter.

Email Communication and eCampus

E-mail is a useful and convenient medium for us to communicate with one another; however, I have found that it can also be a source of confusion.

With that in mind, please keep the following guidelines in mind:

- It is important to be professional in email communication with your instructor and fellow classmates. This means that you should include a proper greeting with my name and title as well as your full name and the course you are in. Be sure to write in complete sentences with proper grammar and spelling. I should not have to decode your message. I reserve the right to ignore emails that are not addressed properly or are unclear, confusing, or disrespectful.
- I am always willing to respond to your questions over email, and I will try to respond within 24 hours. Although I strive to make myself available to students whenever possible, I am not accessible 24/7; keep this in mind when it comes time to take an exam or turn in a paper!
- Lastly, if you email me with a question that is clearly answered on the syllabus, I reserve the right to ignore or message or simply respond that you should check the syllabus on your own.

I will use eCampus to post assignment sheets, general announcements, etc., so please check it regularly.

In-Person Classroom Expectations

You are all adults and I plan to treat you as such, but it never hurts to be reminded of proper decorum. Therefore, please abide by the following guidelines, and remember to be professional and respectful at all times in this course.

- Arrive to class on time and stay for the duration (with the obvious exception of the occasional bathroom break or an emergency). If you must leave early, please let me know before class and exit the classroom quietly. Refrain from packing up your materials until the class is actually over.
- Refrain from talking while others are speaking, reading non-course related material, listening to your music, wearing headphones, etc.
- DO NOT TEXT or use your cell phone during class. Your

phone should not be on the desk or in your lap. It should always be stowed away and silenced. I reserve the right to count any student as absent who is paying more attention to an electronic device than the class in session.

- If you choose to take notes on an electronic device, please do everything you can to minimize the distraction to others. For example, sit in a place where others cannot see your screen and obviously refrain from doing non-course-related activities. If it comes to my attention that you are habitually using your laptop, tablet, etc. for anything other than taking notes, you may be asked not to bring it back and your participation grade will be impacted.

Attendance Policy

Consistent attendance is mandatory for success in this course, but you do not earn a grade simply for showing up. Every student is graded on participation, and you cannot possibly earn participation points if you are not present. However, I understand that students occasionally need to miss class for a variety of reasons. Each student is therefore afforded one absence (or one week of the course) before their grade is negatively affected. Each additional absence will result in the loss of 50 points from your participation grade.

Excused absences may be issued at my discretion only and only in cases of genuine emergency. In other words, if you are too tired, hungry, busy, etc. to come to class, your absence will not be “excused.” This doesn’t mean that you should come to class with the flu that is what your “free absences” are for. Proper documentation will be required for any excused absences.

Please remember that attendance requires both a physical and mental presence. With this in mind, things like sleeping in class, texting, wearing headphones, using your phone or laptop, reading outside materials, talking, etc. will negate your physical presence in that day’s class and will be counted against you in your participation grade.

Adverse Weather and Class Cancellation Policy

In the event of inclement or threatening weather, exercise your best judgment regarding travel to and from campus. Safety should be the main concern. If necessary, class cancellations or changes will be announced by 1:00 pm on eCampus or through email to prevent unnecessary travel. Sadly, snow days are probably a thing of the past as we will likely just conduct our class via Zoom instead.

If it is necessary for me to cancel class for some unexpected reason (illness, family emergency, etc.) I will inform you as soon as possible

via e-mail. Please get in the habit of checking your e-mail before class. If there is a last-minute emergency, at the very least someone will leave a note for you on the board advising you that class has been cancelled. If for some reason none of those fail-safes work, feel free to invoke the 15-minute rule.

Inclusivity at WVU

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with [the Office of Accessibility Services](https://accessibilityservices.wvu.edu/). (<https://accessibilityservices.wvu.edu/>)

More information is available at the [Division of Diversity, Equity, and Inclusion](https://diversity.wvu.edu/) (<https://diversity.wvu.edu/>) as well.

Late Work, Make-up and Extra Credit Policy

I will NOT accept late work unless you have obtained prior approval from me or provide proof of the emergency in a timely fashion. If you are having difficulty, please talk to me BEFORE the assignment is due. If you miss class on a day in which we have an in-class assignment, a quiz, or a test, and cannot provide documentation of an emergency I will NOT allow you to make up the work. However, if you speak to me ahead of time, we may be able to work something out.

It is highly unlikely that I will offer extra credit opportunities, so do not rely on extra credit to achieve your desired grade!

Names and Pronouns

I expect all of you to be considerate with your language and to respect the preferences of others. Students will be referred to by the name they prefer, using the appropriate pronouns, and with the correct pronunciation by everyone in this course. If you can, please make me aware by email, before our initial class meeting, if your name and/or pronouns differ from what the official WVU registration records indicate to avoid any confusion or awkwardness.

Sexual Misconduct and Resources

West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [[BOG Rule 1.6](#)]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff; keep in mind that they have an obligation to report the incident to the [Title IX Coordinator](#).

If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the [Carruth Center](#), 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the [Rape and Domestic Violence Information Center](#) (RDVIC), 304- 292-5100 or 304-292-4431 (24-hour hotline).

For more information, please consult [WVU's Title IX Office](#) (<https://titleix.wvu.edu/resources-offices>).

Title IX / Mandated Reporting:

Please be advised that WVU instructors are mandated reporters. Students are welcome to meet with the instructor regarding course or campus issues, problems, or concerns, but depending on the nature of what students disclose to the instructor, the instructor may be required to report the issue to Title IX in accordance with WVU's Title IX policy. For more information, please consult with WVU's Title IX office/website

Withdrawing from the Course:

If you drop this class, you are responsible for withdrawing and verifying your withdrawal. If you do not follow proper withdrawal procedures and you stop attending and/or completing the work, you may receive a failing grade.

ASSESSMENT OF STUDENT LEARNING

Participation (300 points)

Your participation in class discussion is a significant part of your grade and is **not optional**. I will take attendance every class period and your presence is vital to your success and the overall success of the course. You must earn your participation grade; you do not get a C for showing up to class. Rather, your grade will be assessed based on the quality and quantity of your participation in discussions as well as your overall attentiveness.

If you have a particular concern about participating (such as a diagnosed anxiety disorder) please speak with the Office of Accessibility Services and me ASAP to discuss strategies and options. If you wait until the end of the semester, I will not be able to assist you.

General Rubric for Grading Participation: This rubric is provided for you as a guide to gauge your participation throughout the semester. Please remember that not all items listed are applicable to all students and it is not always necessary to exhibit each characteristic in order to earn the associated grade.

Outstanding: Attends class regularly and is well prepared. Takes good notes and/or remains consistently engaged in classroom activities. Asks meaningful questions regularly. Provides comments and new information in a consistent and equitable manner. Interacts with a variety of participants. Reveals a solid understanding of the topic and readings as evidenced by thoughtful responses and questions.

Superior: Attends class regularly and is prepared. Takes good notes and/or remains consistently engaged in classroom activities. Asks meaningful questions regularly. Provides comments and some new information consistently. Interacts with a variety of participants. Reveals an adequate understanding of the topic and readings as evidenced by comments that rarely contain only superficial knowledge.

Satisfactory: Attends class regularly and is usually prepared. Takes notes and/or is mostly engaged in classroom activities. Asks meaningful questions on occasion. Sporadically provides comments and new information. Interacts with other participants. Reveals a shallow understanding of the topic and readings as evidenced by loosely related comments.

Unsatisfactory: Attendance is spotty and/or is rarely prepared. Does not demonstrate active engagement with the class. Rarely asks meaningful questions. Provides minimal comments and information to other participants. Reveals a lack of understanding of the topic and readings as evidenced by irrelevant or absent comments.

Book Review 1 (100 points)

Each student will write a book review on one of the books assigned in the first half of the course. Please see the assignment sheet for more detail.

Book Review 2 (100 points)

Each student will write a book review on one of the books assigned in the second half of the course. Please see the assignment sheet for more detail.

Class Leader (100 points)

One student will be assigned to serve as the class leader during each class meeting. A sign-up sheet has been created on eCampus. Please see the assignment sheet for more detail.

N.B.: It may be possible for one or more of you to serve as a class leader for an additional time during the semester in lieu of completing one of the two required book reviews.

Research Proposal (50 points)

Each student will compose a brief proposal for their research project. More information will be provided on a separate assignment sheet.

Research Essay (300 points)

Each student will complete a conference-length essay (approximately 10-15 pgs.) of original research. More information will be provided on a separate assignment sheet.

Conference Style Presentation and Participation(100 points)

During the last two weeks of the semester, we will conduct a mock conference. Each student will be expected to give a 15-20 minute conference-style presentation based on their research essay. Additionally, members of the class will take turns serving as panel chairs, discussants, timekeepers, audience members, etc. More information will be provided on a separate assignment sheet.

Assessment Breakdown

- A** 1000 – 900 (100% - 90%)
- B** 899 – 800 (89.9% - 80%)
- C** 799 – 700 (79.9% - 70%)
- D** 699 – 600 (69.9% - 60%)
- F** 599 – 0 (59.9% - 0%)

	<u>POINTS POSSIBLE</u>
Class Leader	100 points
Participation	300 points
Book Review 1	100 points
Book Review 2	100 points
Research Proposal	50 points
Conference style presentation	100 points
Research Essay	300 points

	1000 points

SCHEDULE

Assignments & schedule may be adjusted at the discretion of the Instructor

[EC] indicates that the reading is available on eCampus

Readings/Assignments must be completed by the date listed

DATE	READING(S)	ASSIGNMENT
------	------------	------------

WEEK 1

Tuesday Jan. 10	<ul style="list-style-type: none"> • Intro to Course • Watch film <i>How Tasty Was My Little Frenchman</i> 	
--------------------	--	--

WEEK 2

Tuesday Jan. 17	<ul style="list-style-type: none"> • M. W. Bychowski, “The Transgender Turn: Eleanor Rykener Speaks Back” [EC] • Leah DeVun selection from <i>The Shape of Sex: Nonbinary Gender from Genesis to the Renaissance</i> [EC] • Rosemarie Garland-Thomson, selection from <i>Extraordinary Bodies: Figuring Physical Disability in American Culture</i> [EC] 	<ul style="list-style-type: none"> • Class Leader Option
--------------------	---	---

WEEK 3

Tuesday Jan. 24	<ul style="list-style-type: none"> • Caroline Dodds Pennock, selection from <i>Bonds of Blood</i> [EC] • Peter Sigal, “The <i>Cuiloni</i>, the <i>Patlache</i>, and the Abominable Sin: Homosexualities in Early Colonial Nahua Society” [EC] • Katherine Harvey, selection from <i>The Fires of Lust: Sex in the Middle Ages</i> [EC] 	<ul style="list-style-type: none"> • Class Leader Option
--------------------	---	---

WEEK 4

Tuesday Jan. 31	<ul style="list-style-type: none"> • Jennifer Morgan, “Some Could Suckle over Their Shoulder:’ Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770” [EC] • Anne McClintock, selection from <i>Imperial Leather</i> [EC] 	<ul style="list-style-type: none"> • Class Leader Option
--------------------	--	---

	<ul style="list-style-type: none"> Wendy Anne Warren, “The Cause of Her Grief: The Rape of a Slave in Early New England” [EC] 	
--	--	--

WEEK 5

Tuesday Feb. 7	<ul style="list-style-type: none"> Karen Harvey, <i>The Imposteress Rabbit Breeder: Mary Toft and Eighteenth-Century England</i> 	<ul style="list-style-type: none"> Class Leader Option Book review 1 option – due by 3:00 PM on 2/7
-------------------	---	---

WEEK 6

Tuesday Feb. 14	<ul style="list-style-type: none"> Kathleen Brown, selection from <i>Foul Bodies: Cleanliness in Early America</i> [EC] Karen Gordon-Grube, “Evidence of Medicinal Cannibalism in Puritan New England: ‘Mummy’ and Related Remedies in Edward Taylor’s ‘Dispensatory’” [EC] Richard Sugg, “‘Good Physic but Bad Food:’ Early Modern Attitudes to Medicinal Cannibalism and its Suppliers” [EC] 	<ul style="list-style-type: none"> Class Leader Option
--------------------	---	---

WEEK 7

Tuesday Feb. 21	<ul style="list-style-type: none"> Jen Manion, <i>Female Husbands: A Trans History</i> 	<ul style="list-style-type: none"> Class Leader Option Book review 1 option – due by 3:00 PM on 2/21
--------------------	---	--

WEEK 8

Tuesday Feb. 28	<ul style="list-style-type: none"> Ann Fabian, <i>The Skull Collectors: Race, Science, and America’s Unburied Dead.</i> 	<ul style="list-style-type: none"> Class Leader Option Book review 1 option – due by 3:00 PM on 2/28
--------------------	--	--

WEEK 9

Tuesday Mar. 7	<ul style="list-style-type: none">Ann Laura Stoler, <i>Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule</i>	<ul style="list-style-type: none">Class Leader OptionBook review 1 option – due by 3:00 PM on 3/7Research Proposal by 11:59 PM on Fri. 3/10
-------------------	--	---

WEEK 10

Tuesday Mar. 14	SPRING BREAK (MARCH 11 – MARCH 19)	
--------------------	------------------------------------	--

WEEK 11

Tuesday Mar. 21	<ul style="list-style-type: none">Rebecca M. Herzig, <i>Plucked: A History of Hair Removal</i>	<ul style="list-style-type: none">Class Leader OptionBook review 2 option – due by 3:00 PM on 3/21
--------------------	--	---

WEEK 12

Tuesday Mar. 28	<ul style="list-style-type: none">Harriet A. Washington, <i>Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present</i>	<ul style="list-style-type: none">Class Leader OptionBook review 2 option – due by 3:00 PM on 3/28
--------------------	--	---

WEEK 13

Tuesday Apr. 4	<ul style="list-style-type: none">Elizabeth Reis, <i>Bodies in Doubt: An American History of Intersex</i>	<ul style="list-style-type: none">Class Leader OptionBook review 2 option – due by 3:00 PM on 4/4
-------------------	---	--

WEEK 14

Tuesday Apr. 11	<ul style="list-style-type: none">• Dorothy Roberts, <i>Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-First Century</i>	<ul style="list-style-type: none">• Class Leader Option• Book review 2 option – due by 3:00 PM on 4/11
--------------------	---	---

WEEK 15

Tuesday Apr. 18	<ul style="list-style-type: none">• CONFERENCE	
--------------------	--	--

WEEK 16

Tuesday Apr. 25	<ul style="list-style-type: none">• CONFERENCE	
--------------------	--	--

FINAL EXAM

<p>Submit Final Project on eCampus by 11:59 PM on Wednesday May 3.</p>

COURSE BIBLIOGRAPHY

1. Brown, Kathleen. *Foul Bodies: Cleanliness in Early America*. New Haven, CT: Yale University, 2009. Chapters 1 and 2
2. Gordon-Grube, Karen. "Evidence of Medicinal Cannibalism in Puritan New England: 'Mummy' and Related Remedies in Edward Taylor's 'Dispensatory.'" *Early American Literature*, vol. 28, no. 3 (1993): 185-221
3. Fabian, Ann. *The Skull Collectors: Race, Science, and America's Unburied Dead*. Chicago: University of Chicago Press, 2020.
4. Garland-Thomson, Rosemarie. *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature*. New York: Columbia University Press, 2017.
5. Harvey, Katherine. *The Fires of Lust: Sex in the Middle Ages*, London: Reaktion Books, 2021. Chapter 1
6. Harvey, Karen. *The Impostress Rabbit Breeder: Mary Toft and Eighteenth-Century England*. New York: Oxford University Press, 2020.
7. Herzig, Rebecca M. *Plucked: A History of Hair Removal*. New York: NYU Press, 2015.
8. LaFleur, Greta, Masha Raskolnikov, and Anna Kłosowska, eds. *TransHistorical: Gender Plurality Before the Modern*. Ithaca, NY: Cornell University Press, 2021. Chapter 4.
9. Manion, Jen. *Female Husbands: A Trans History*. Cambridge: Cambridge University Press, 2020.
10. McClintock, Anne. *Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest*. New York: Routledge, 1995. Chapter 1
11. Pennock, Caroline Dodds. *Bonds of Blood: Gender, Lifestyle, and Sacrifice in Aztec Culture*. New York, Palgrave-McMillian, 2011. Chapter 1
12. Reis, Elizabeth. *Bodies in Doubt: An American History of Intersex*, second edition. Baltimore: Johns Hopkins University Press, 2021
13. Roberts, Dorothy. *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-First Century*. New York: New York University Press, 2011.
14. Peter Sigal, "The Cuiloni, the Patlache, and the Abominable Sin: Homosexualities in Early Colonial Nahua Society" *Hispanic American Historical Review*, vol. 85, no. 4 (November 2005): 555-593.
15. Stoler, Ann Laura. *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. Los Angeles: University of California Press, 2010.
16. Sugg, Richard. "'Good Physic but Bad Food: Early Modern Attitudes to Medicinal Cannibalism and its Suppliers,'" *Social History of Medicine*, vol. 19, no. 2 (2006), 225-240.
17. Warren, Wendy Anne. "'The Cause of Her Grief: The Rape of a Slave in Early New England.'" *The Journal of American History* (March 2007): 1031-1049.
18. Washington, Harriet A. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present* Reprint edition. New York: Harlem Moon/Broadway Books, 2008