

Spring 2013  
Dr. Heikki Lempa  
HIST 299 (U1)  
COMEN 305  
TR: 10:20-11:30

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### **The History of the Body and Science in Europe since 1500**

This course explores the history of the body by focusing on its relationship to science and society in the European World since 1500. We explore how modern, contemporary science has “made” our bodies, how the birth of modern biology, physiology, dietetics, and anatomy changed the human body and its relationship to society. We will ask, whether the body could be a machine, as Mary Shelley and Dr. Frankenstein suggested in the early nineteenth century. We trace the fear of cholera and epidemics. And we will ask why the Nazis were so interested in the body. We also investigate modern sports and exercise and ask why and how they changed our bodies. We engage these themes through readings, discussions, analysis of images and movies, and writing. An integral part of this class is to see the history of the body as a contested field of changing historical interpretations. We will focus on those areas where multiple interpretations exist and see how and why historians changed their interpretations. Most of the topics in this class center on the Germans and Germanic World. The course also fulfills the requirements for the LinC category U1, the social impact of science.

#### **Grading:**

Paper	30%	Basic Narrative	2%
Midterm	17%	Draft	2%
Final Exam	17%	Comments	2%
Statements (11)	11%	Class Participation	10%
Group Work	5%	Each absence after 2 <sup>nd</sup>	-1/4 of letter
Quiz	2%		
Intro, bibliography	2%		

**Research Paper.** To choose a topic, see me. If you know your topic, check with me for its appropriateness and feasibility. The length of the paper is 10-12 pages. The paper will be based on at least eight secondary sources (four books and four articles) of which **none can be an internet text** unless it is from J-STOR or Ebsco or a pdf-file of a printed text. Use footnotes in Chicago style and attach a bibliography sheet in Chicago style at the end. For more detailed instructions on the paper, see the guidelines at the end of this syllabus.

**Statements.** For each session designated with an (S) prepare a statement of at least 500 words discussing the various interpretations that pertain to the text(s) and the class topic. The statements have to be typed. The statements will be graded on pass/fail basis.

**Group Work.** The class will be divided in groups of five and you can choose your own group. In each discussion session you will work in class on the reading assignment by answering a set of questions. Each group provides a folder where you keep your individual statements and group reports. After each discussion session, I collect the folders and evaluate your group work by assigning a tentative grade that can be changed until the last discussion session.

**Exams.** There are two quizzes, a midterm exam, and a final exam. The quiz will consist of six short identification questions on the preceding thematic sections. The midterm exam and final exam will consist of three parts. The first part tests your understanding of historical and ethical thinking. The second part will test your reading of the secondary texts and original documents by using short identification questions. The final part is an historical essay that tests your understanding of the content and your skills in creating an historical narrative in the same manner you write your paper and create your group project. All exams are cumulative. There will be no make-ups except in the case of **documented illness**.

### **Late Policy**

Late assignments will be penalized 5% for the first day late and 5% each day thereafter. Computer problems, printing problems, and zero printer balance are not valid reasons for lateness.

**Attendance Policy.** You are allowed to be absent twice. After the second absence each individual absence will lower your overall grade by 1/4 of a letter grade unless you have a doctor's note or a written explanation from an athletics coach.

**Electronic Devices Policy.** You cannot use in class any electronic devices including, laptops, netbooks, cell phones or electronic games.

**Support Policy for Students with Disabilities.** Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

### **Literature**

- § Porter, Roy. *Blood and Guts. A Short History of Medicine*. New York : W.W. Norton, 2003.
- § Richard Sennett: *Flesh and Stone. The Body and the City in Western Civilization*. New York: Norton, 1994.

§ Teresa Sanislo. "Protecting Manliness in the Age of Enlightenment. The New Physical Education and Gymnastics in Germany, 1770-1800" In: Ulrike Gleixner and Marion W Gray, eds. *Gender in Transition. Discourse and Practice in German-speaking Europe, 1750-1830*. Ann Arbor: University of Michigan Press, 2006, 265-81.

§ Articles in a course pack

### Films

§ Sense and Sensibilities

§ Leni Riefenstahl, "Olympia."

### SCHEDULE

Jan 15	Introduction
<b>Part I: Making Modern Body, 1500-1800</b>	
Jan 17	Introduction to the Era, 1500-1800
Jan 22	Anatomy of the Body/ Porter, Ch 3, 53-74
Jan 24	Healing the Body/ Sennett, Ch 5, 159-170
Jan 29	Political Power and the Body: Versailles/ Schmitter, "Representation"
Jan 31	Religious Power and the Body: Moravians/ Peucker, "Sexuality"
Feb 5	Men's Bodies and Women's Bodies (Goethe)/ Tobin, <i>Doctor's</i> , 7-53.
Feb 7	Movie: Perfume. The Story of a Murderer
Feb 12	Shaping the Body: Physical Education/ Sanislo, "Protecting." Quiz: Sanislo
Feb 14	The Body in the French Revolution/ Sennett, Ch 9, 282-316. Due: Paper Topic
Feb 19	Midterm
<b>Part II: The Body and Society, 1800-1914</b>	
Feb 21	Introduction to the Era, 1800-1914
Feb 26	Lecture: War and the Body in the Napoleonic Era
Feb 28	<b>Discussion:</b> Classical Ideal of the Body, 1750-1850/ Saure, "Beautiful Bodies". Due: Statement
March 12	Body Dancing/ Movie: Sense and Sensibilities. Due: Introduction, Bibliography

March 14	<b>Discussion:</b> Body Walking/ Lempa, “Walking.” Due: Statement
March 19	<b>Discussion:</b> New Sciences and the Body/ Porter, Ch 4, 75-98. Due: Statement
March 21	<b>Discussion:</b> Modern Medicine and the Body/ Porter, Chs 5-6, 99-134. Due: Statement
March 26	<b>Discussion:</b> New Politics and the Body/ Sennett, Ch 10, 317-354. Due: Statement
March 28	<b>Discussion:</b> Social Discrimination and the Body/ Gilman, “Marks of Honor and Dishonor.” Due: Statement
<b>Part III: The Body, Race, and Violence, 1914-1945</b>	
April 2	Introduction to the Era, 1914-1945. Due: Basic Narrative
April 4	<b>Discussion:</b> Sex and the Body/ Waite, “Teenage Sexuality in Nazi Germany.” Due: Statement
April 9	<b>Discussion:</b> Eugenics and Abortion in Nazi Germany/ David et.al, “Eugenics.” Due: Statement
April 11	Nazi Movement and the Body/ Movie: Leni Riefenstahl, “Olympia.” Due: Draft
April 16	Writing Workshop. Due: Comments on Drafts
April 18	<b>Discussion:</b> Body Beautiful/ Rippey, “Athletics and Aesthetics.” Due: Statement
April 23	<b>Discussion:</b> Nazis and Medical Killing/ Lifton, “Sterilization” and “Euthanasia.” Due: Statement
April 25	Review for the Final Exam. Due: Research Paper
May 6	Final Exam

### **Guidelines for Paper**

#### **I. Introduction, Outline, Bibliography**

Your introduction and bibliography should be two pages long.

##### **1. Introduction**

Formulate the thesis that you will defend in your paper. Formulate it in such a way that you can prove it, provide evidence to support it. Mention shortly the main schools of thought and patterns

of interpretation pertaining to your topic. Shortly indicate the structure of your paper. The introduction should not be longer than a page and a half.

## **2. Bibliography**

Your bibliography should include your secondary sources that should follow the *Chicago Manual of Style*. Use the format a. if it is a book, format b. if it is an article, and format c. if it is a chapter in an edited collection of articles. Be meticulous in crafting your bibliography and remember that the author(s) should always be credited. If you use primary sources, list also them accordingly.

*a. A book written by an author or several authors (the title of a book is italicized):*

Machiavelli, Niccolo. *The Prince*. Cambridge: Penguin, 1981.

Hunt, Lynn and Thomas R. Martin. *The Challenge of the West: Peoples and Cultures from the Stone Age to 1640*. Lexington: D.C. Heath Company, 1995.

*b. An article in a journal, written by an author or several authors:*

Stearns, Peter N. and Carol Z. Stearns. "Emotionology: Clarifying the History of Emotions and Emotional Standards." *American Historical Review* 90 (1985): 815-20.

*c. A chapter in an edited book, written by an author or several authors:*

Pearson, Karl. "National Life from the Standpoint of Science." In *Sources of the Western Tradition*. Vol 2., *From the Renaissance to the Present*. Edited by Marvin Perry, Joseph Peden, and Theodor von Laue. Boston: Houghton Mifflin, 1999, 230-32.

## **II. Basic Narrative**

Write a chronological, basic narrative (a factual story) of your topic. Think carefully which events, persons, and themes you include in your narrative, since this will be the foundation for your paper.

## **III. Draft**

Take your introduction and basic narrative and add your discussion of historical interpretations. Your discussion should be throughout the paper, not only in the beginning. A draft should be at least eight (8) pages long and include all the parts of the final version of your paper. It should include footnotes (source references) to all used sources. Papers that do not include footnotes will not be commented—neither by the commentator nor me. I will comment on your drafts and assign a tentative grade after the commentators have done their work and after the Writing Workshop.

## **IV. Comments on Draft**

1. Write a comment on the paper you will discuss in public discussion.
2. The length of the comment is one (1) page.
3. Pay attention to:
  - a. Clarity of the argument and/or question

- i. Is the introduction good?
    - ii. Are the conclusions appropriate?
  - b. Use and analysis of sources
    - i. Is the analysis accurate?
    - ii. Is it compelling? Does it support the overall argument
    - iii. Is it sensitive to the text?
  - c. Style
    - i. Grammar
    - ii. Spelling
    - iii. Structure
    - iv. Use of language
4. Give short but specific advice how to improve

## **V. Final Version**

Submit a folder including all the previous stages and versions of your work and the comments you received with the final version of your paper. The final version should fulfill all the formal requirements of an historical research paper as instructed in this syllabus. Use Chicago style including footnotes.

## **VI. General Guidelines for Paper**

The length of your paper is 10 to 12 pages. A good paper has a structure as following:

The **beginning** of the paper is an important part of your study. First, mention the argument that you will explore in your paper. Second, introduce the most important schools of thought that pertain to your topic. Detailed discussion of these interpretations takes place only in the body. Finally, in two or three lines, mention how you will proceed in your paper.

The **middle** is the bulk of your paper. Discuss systematically, in compact paragraphs, each of the main themes that you find essential for your argument. Contrast your own interpretation with other interpretations (those you already mentioned in the introduction). Be critical in reading the other interpretations and try to **disagree** with them as much as possible. Move on to support your disagreement and your own point by providing evidence that shows how your interpretation is better than the others. It does not matter if you cannot provide exhaustive evidence for your argument. But it matters that you disagree and develop your own argument. Finally, move to another point that you have chosen and discuss it accordingly.

The **conclusion** is an important section of your paper. You pull all the threads of your research together and tell your audience what are your findings. You can also make specific suggestions for further research.

### **Footnotes (Source References)**

To guarantee that authors' rights are honored and that other scholars can control the originality, reliability, and truthfulness of your evidence historians use footnotes to refer to their sources.

The first reference to any source gives the full bibliographic information of the source.<sup>1</sup> Any subsequent reference to the same source uses a shortened form like this.<sup>2</sup> See the examples at the bottom of this page.<sup>3</sup> A footnote can also include a short commentary on the text it refers to.<sup>4</sup> It is placed right after the sentence, “on the right side of a period and parenthesis as in this sentence.”<sup>5</sup> Most often the footnote is at the end of a paragraph.

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<sup>1</sup>Lynn Hunt and Thomas R. Martin, *The Challenge of the West: Peoples and Cultures from the Stone Age to 1640* (Lexington: D.C. Heath Company, 1995), 471.

<sup>2</sup>Pearson, “National Life,” 230.

<sup>3</sup>Machiavelli, *The Prince*, 120.

<sup>4</sup>For a different interpretation, see Stearns and Stearns, “Emotionology,” 810.

<sup>5</sup>Hunt, *Challenge*, 474.