This course is structured around a core question: what right does a government have to regulate the bodies of its subjects and citizens? It uses nineteenth- and twentieth-century Britain as a case study for exploring both governmental policies for managing, disciplining, and providing for the bodies of subjects and citizens and the reaction of the public to these methods. Paying close attention to issues of gender, sexuality, class, race/ethnicity, and disability this course explores one of the fundamental concerns of modern society: the conflict between the rights of the individual to control his or her own person and the rights of governments to promote the public good. There are no prerequisites for this course and it is open to both History majors and non-majors.

Course Objectives:

At the end of this course, the student will be able to:

- Demonstrate in written and oral form an understanding of one of the fundamental issues in the Humanities: the nature of the relationship among the individual, society, and the state, which has been a central concern of human cultures across time and space.
- Construct and articulate in written form historical arguments about the conflict between the rights of the individual to control his or her person and the rights of governments to promote the public good.
- Identify an issue pertaining to bodily governance; establish and carry out a research plan that fully explores the issue; present the current state of knowledge on this issue; analyze primary and secondary sources of relevance to the issue; formulate a coherent argument and draw conclusions based on this analysis; and identify the limitations of one’s own analysis.
- Place debates over body-state relations within his or her own, as well as opposing, ethical frameworks and demonstrate an understanding of how and why different stakeholders in the past made and defended their ethical decisions.
Assignments and Grades:

- Class participation includes attendance and participation in class discussions. (10%)
- Quizzes (10%)
  - A Research Paper Proposal (10%)
  - A Bibliography for the paper (10%)
  - A final paper of 10 pages on a topic of your choosing relating to the course (40%)
- A final exam (20%)

I use the following grading scale:

A=95-100%  A-=90-94%  B+=85-89%  B=80-84%  B-=75-79%  C+=70-74%  C=65-69%
C-=60-64%  D=55-59%  D-=51-54%  F=50% or below

PLEASE UPLOAD YOUR ASSIGNMENTS TO CANVAS BY 11:59PM OF THE DATE DUE.

Lateness Policy:

All assignments are due as indicated above. I will take one grade off for each day late: thus a B+ paper that is one day late becomes a B. I do not accept assignments for credit that are more than 7 days late.

Plagiarism and Classroom Policies:

Please familiarize yourself with the University’s Student Code that can be found online at: www.saff.utah.edu/code.html. This code outlines your rights and responsibilities.

I will not tolerate any form of plagiarism. All assignments must be turned in via CANVAS in order that they be processed through Turnitin, which will check for plagiarism. If I discover that you have plagiarized or misrepresented your work to me in any way, I reserve my right to fail you for the course. I am also required to enter the incident into the University’s Academic Misconduct Database.

The American Historical Association’s statement on plagiarism can be found at: http://www.historians.org/pubs/free/ProfessionalStandards.cfm#Plagiarism

Please turn your mobile phone off before entering the classroom. Do not text under your desk; it is rude.

Please do not surf the net during class time. Computers and other mobile devices should be used for taking notes only.
Regular attendance is mandatory if you wish to pass this class. Please do your best to arrive on time. If you need to leave before the end of the class period, please let me know in advance and sit near the door.

I do not circulate my notes to students. If you miss a class, please ask a classmate to borrow notes.

Occasionally I may need to contact you via email. I will do this through the CIS system or through CANVAS, which uses your Umail account. Please make sure that you check this account regularly or that you forward it to the email address that you use most often.

My office hours are by appointment so that I can accommodate your busy schedules. If you would like to meet with me, please email me with your preferred times or consult me before or after class to find a time that works for both of us.

Accommodations:

Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience. For more information, please consult the University of Utah’s Accommodations Policy: www.admin.utah.edu/facdev/accommodations-policy.pdf.

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to police, contact the Department of Public Safety, 801-585-2677(COPS).
Student Wellness

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness; www.wellness.utah.edu; 801-581-7776.

Additional Assistance with Writing

If you want additional information or help, please see the ASUU Tutoring Center and/or the University Writing Center:

ASUU Tutoring Center: http://tutoringcenter.utah.edu/
University Writing Center: http://www.writingcenter.utah.edu/

Required Reading:

The following books are available to purchase in the bookstore. Please buy them early as unpurchased copies are returned to the publisher after 5 weeks:

Ruth Richardson, *Death, Dissection, and the Destitute*
Judith Walkowitz, *Prostitution and Victorian Society*

Additional required readings are available on CANVAS. Please print or download these readings and bring them with you to class. Please notify me if anything has been scanned incorrectly.

Schedule of Lectures and Discussions:

August 20: Introduction:

August 22: Lecture: **The Slave**
August 27: Discussion:
Dana Rabin, "In a Country of Liberty?: Slavery, Villeinage and the Making of Whiteness in the Somerset Case (1772)"
Henrice Altink, “An Outrage on all Decency: Abolitionist Reactions to Flogging Jamaican Slave Women, 1780-1834”
Primary Source: abolitionist images

August 29: Lecture: **The Poor**
September 3: Discussion: Ruth Richardson, *Death, Dissection, and the Destitute*

September 5: Lecture: **The Worker (Proposal Due to Canvas by 11:59pm)**
September 10: Discussion:
Marjorie Levine-Clark, “The Entombment of Thomas Shaw: Mining Accidents and the Politics of Workers’ Bodies”
Primary Source: parliamentary investigation into women and the mines

September 12: How to do Library Research
September 17: Library Visit to Find Sources (meet in Marriott Library)

September 19: Lecture: The Animal
September 24: Discussion:
Brian Harrison, “Animals and the State in 19thc England”
Hilda Kean, “The Smooth Cool Men of Science”
Primary Source: Anna Sewell, Black Beauty (excerpt)

September 26: Lecture: The Social Body
October 1: Discussion:
Michael Sigsworth and Michael Worboys, "The Public’s View of Public Health"
Christopher Hamlin, “Nuisances and Community in Mid-Victorian England: The Attractions of Inspection”
Primary Source: J.H. Levy, “State Interference in the Vaccination Controversy” (1887)

October 3: Lecture: The Prostitute

OCTOBER 6-13: FALL BREAK: NO CLASS

October 15: Discussion:
Judith Walkowitz, Prostitution and Victorian Society

October 17: Lecture: The Homosexual (Bibliography Due to Canvas by 11:59pm)
October 22: Discussion:
Jeffrey Weeks, "Inverts, Perverts, and Mary-Annes: Male Prostitution and the Regulation of Homosexuality in England in the 19th and Early 20th Centuries"
Primary Source: The Wolfenden Report (selections)

October 24: Lecture: The Colonial Subject
October 29: Discussion:
David Arnold, “Cholera and Colonialism in British India”
Alison Bashford, “Foreign Bodies: Vaccination, Contagion and Colonialism in the Nineteenth Century”
Primary Source: documents on famine relief in India and Ireland
October 31: Lecture: **The Criminal**  
November 5: Discussion:  
Clare Anderson, “Inscribing the Criminal Body: the Penal Tattoo”  
Caroline J. Howlett, “Writing on the Body? Representation and Resistance in British Suffragette Accounts of Forcible Feeding”  
Primary Source: Selected prison dietaries

November 7: Lecture: **The Soldier and Civilian**  
November 12: Lecture: **The Disabled**

November 14: **RESEARCH DAY: NO CLASS**

November 19: Discussion:  
Seth Koven, "Remembering and Dismemberment: Crippled Children, Wounded Soldiers, and the Great War in Great Britain"  
Steven King, “Constructing the Disabled Child in England, 1800-1860”  
Primary Source: Board of Education reports on schools for children with special needs

November 21: Lecture: **The Mother and the Child**  
November 26: Discussion:  
Anna Davin, "Imperialism and Motherhood"  
Margaret L. Arnot, “Infant Death, Child Care and the State”  
Primary Source: Documents relating to a proposal to introduce stillbirth registration

November 28: **THANKSGIVING: NO CLASS**

December 3: Lecture: **The Unborn (Final Paper Due to Canvas by 11:59pm)**  
December 5: Discussion:  
Stephen Brooke, “A New World for Women’: Abortion Law Reform in Britain during the 1930s”  
Primary Source: Advertisements for abortifacients