

**“BODIES IN PLACE: INVESTIGATING SELFHOOD AND LOCATION”**

**IHUM 54**

**Autumn 2003**

**Course website:** <http://www.stanford.edu/class/ihum54/>

**Lectures:**

Tuesdays and Thursdays, 11:00 to 11:50 p.m., Cubberly Auditorium

**Seminars:**

Section 2: Tu-Th, 12:15-1:45 (Wessling), Meyer 144  
Section 3: Tu-Th, 2:15-3:45 (Wessling), 160-325  
Section 4: Tu-Th, 5:00-6:30 pm (Wessling), 250-251B  
Section 5, WF, 11:00-12:30 (Szabo), Meyer 144  
Section 6: Tu-Th, 1:15-2:45, (Bell), 300-303  
Section 7: Tu-Th, 3:15-4:45 (Bell), 300-303  
Section 8: Tu-Th, 6:30-8:00 pm (Bell), 300-303  
Section 9: Tu-Th, 2:15-3:45 (Courey), Meyer 144  
Section 10: Tu-Th, 4:15-5:45 (Courey), Meyer 144  
Section 11: Tu-Th, 6:30-8:00 pm (Courey), Meyer 144

**Teaching Team:**

Tim Lenoir, Professor of History of Science  
Building 200, Room 116  
Office Hours: W 3-4:15; and by appointment  
Phone: 3-2993, email, [lenoir@stanford.edu](mailto:lenoir@stanford.edu)

Haun Saussy, Professor of Asian Languages and Comparative Literature  
Building 260 (Piggott Hall), room 101  
Office Hours: T 2-3; W 10-11; and by appointment  
Phone: 3-0439; email, [saussy@stanford.edu](mailto:saussy@stanford.edu)

Michael Shanks, Professor of Classics and Cultural and Social Anthropology  
Building 60, Media Lab 61G  
Office Hours: TBA  
Phone: 5-8007; email, [mshanks@stanford.edu](mailto:mshanks@stanford.edu)

Phaedra Bell, Ph.D., Fellow in the Humanities  
321 Sweet Hall  
Office Hours: TTh 12:30-1:00, 5-6; and by appointment  
Phone: 724-5074; email, [phaedra.bell@stanford.edu](mailto:phaedra.bell@stanford.edu)

Renee Courey, Ph.D., Fellow in the Humanities  
321 Sweet Hall  
Office Hours: TTh 1:00-2:00; and by appointment  
Phone: 724-5074; email, [rcourey@stanford.edu](mailto:rcourey@stanford.edu)

Victoria Szabo, Ph.D., Fellow in the Humanities  
326 Sweet Hall  
Office Hours: TBA  
Phone: 723-9364; email, [vszabo@stanford.edu](mailto:vszabo@stanford.edu)

Rob Wessling, Ph.D., Fellow in the Humanities  
320 Sweet Hall  
Office Hours: TBA  
Phone: 724-9141; email: [rwess@stanford.edu](mailto:rwess@stanford.edu)

### **Course Description**

Your sense of self depends upon your particular experiences, and, of course, the vehicle of those experiences is your physical body. Embodiment is central to a sense of self. Experiences are particular because they are located in a specific place, a life, a history, a community, a culture. In this course we will explore this connection between self and body. Does one need to have a body to have a self? If having a body and having a self are not exactly the same thing, how are they connected? How does context affect that connection? How do differing media, changing social circumstances, and scientific transformations affect our understanding of the person, as a located and active self and body?

We will trace these questions through some classic concerns in literary, scientific, and cultural works. We will consider debates about the role of character in history, the problematic relation of the physical body to the conscious self, and the different senses of self and body encountered in different cultures. In our readings, we will map out significant shifts in the answers to these questions from antiquity through the Heian period of Japan and the English Renaissance to the modern age. By heightening our awareness of the historical and philosophical background of ideas about the individual and the body, we hope to challenge many notions commonly taken for granted.

Most if not all of the lectures in this course will be composed of two segments, the lecturer in the second half responding to the arguments of lecturer in the first half, providing a counterargument, exhibiting a different discipline's method of analysis or invoking a different set of historical contexts. This alternation of points of view may at first seem confusing, but it is designed to put you in the position of having to work out your own conclusions in response to the readings, the lectures, your discussion with classmates and the riches of your own mind.

### **Course Goals**

The programmatic goals of all fall IHUM courses are to hone students' abilities 1) to read closely; 2) to think critically; 3) to recognize the possibility of different readings produced by approaching texts from different disciplinary perspectives; 4) to learn effectively from lectures; and 5) to engage in sustained intellectual discussion.

This course in particular aims to create a dialogue among texts of widely differing periods and backgrounds—a dialogue which can only happen through readers such as us. Through historical contextualization, close reading of representative passages, genre and media analysis, and group argumentation (spoken, written and electronic), we will discover what they have to say to us and what we have to say about them. The skills we practice here, though they emerge from traditions of humanistic study, are not exclusive to language and literature, but shared across the disciplines of the university.

### **Required Texts**

Plato, *Crito*, translated by Hugh Tredennick and Harold Tarrant. New York: Penguin Books, 2003.

Sei Shônagon, *The Pillow Book*, translated and edited by Ivan Morris. New York: Columbia University Press, 1991.

William Shakespeare, *King Richard II*, New York: Penguin Books.

Claude Lévi-Strauss, *Tristes Tropiques*, translated by John and Doreen Weightman. New York: Penguin Books, 1992.

Electronic Arts, *The Sims*. CD-ROM. Electronic Arts, 2001.

All required texts will be available in the Stanford Bookstore textbook department, except for *The Sims*. You should arrange to purchase any version of *The Sims* for your operating system in the Bookstore's software department, through Amazon.com or some other software outlet. We will have a Bodies-in-Place presence on Sims Online. Participation is optional but if you would like to join us, you will need to purchase the Sims Online Software as well.

### Assignments

Three papers, increasing in length and complexity and representing respectively 15%, 25% and 30% of your final grade, will be assigned in this course. The first two papers will be written in response to set themes; for the third, you will have a choice of topics, and the final product may (after consultation with your Teaching Fellow) take the form of a project rather than a traditional paper. You will also complete a number of short web-based assignments during the quarter on the asynchronous chat software, Panfora, accessible through the course web-site. Finally, you will be assigned to lead part of section with a group of your peers at least once during the quarter.

### Grading and Assessment

- The three papers are worth a total of 70% of your grade (see above).
- Alongside these assignments, 30% of your grade will depend on your participation in the course. The many hours of face-to-face and electronic interaction provided by an IHUM course can be a burden or a delight, depending on how actively and creatively you participate. By "participation" we mean your engagement with the themes and the community that we are establishing here. Attendance at lectures, sections, and other course events (e.g., on-line discussions, film screenings, project presentations) is a basic form of participation and is required of all. But it's not enough simply to show up or log in: we hope that every member of the course will contribute in his or her own way to the experience of the whole group by raising questions, offering ideas for discussion, suggesting links for posting, presenting your project or paper to the rest of us, and so on. See the Area One Section Participation Grading Guidelines below for more details.

### Grading Guidelines

The Area One requirement is designed to foster rigorous inquiry and critical thinking, and to promote effective written argumentation. The following standards for judging written work apply to all Area One courses:

**A range:** This paper is outstanding in form and content. The thesis is clear and insightful; it expands in a new way on ideas presented in the course. The evidence presented in support of the argument is carefully chosen and deftly handled. The argument is not only unified and coherent, but also complex and nuanced.

**B range:** This paper's thesis is clear; the argument is coherent and presents evidence in support of its points. The argument shows comprehension of the material and manifests critical thinking about the issues raised in the course. The paper is reasonably well written and proofread. The argument, while coherent, does not have the complexity, the insight, or the integrated structure of an A range paper.

**C range:** This paper has some but not all of the basic components of an argumentative essay (i.e., thesis, evidence, coherent structure): for example, it may offer a thesis of some kind, but it presents no evidence to support this thesis; or it may present an incoherent thesis; or it may simply repeat points made in class without an overall argument. Such a paper is usually poorly organized, written and

proofread. A paper will fall below a "C" if it lacks more than one of the basic components of an argumentative essay.

**Section Participation:** Area One courses are mandated to encourage vigorous intellectual exchange, the expression of various viewpoints, and the ability to speak effectively and cogently. Participation in discussion will be evaluated on the following guidelines, which stress the quality rather than the mere quantity of contributions to discussion.

**A range:** The student is fully engaged and highly motivated. This student is well prepared, having read the assigned texts, and has thought carefully about the texts' relation to issues raised in lecture and section. This student's ideas and questions are productive (either constructive or critical); they stimulate class discussions. This student listens and responds to the contributions of other students.

**B range:** The student attends class regularly, is well prepared for discussion, and participates consistently. This student contributes productively to the discussion by sharing thoughts and questions that demonstrate familiarity with the material. This student refers to the materials discussed in lecture and shows interest in other students' contributions.

**C range:** The student meets the basic requirements of section participation: preparedness and regular attendance. This student participates rarely in class discussion. This student may offer a few interesting or insightful ideas from time to time, but these ideas do not connect well to the general discussion: they do not help to build a coherent and productive discussion. (Failure to fulfill satisfactorily any of these criteria will result in a grade of "D" or below.)

### **Course Policies**

Attendance at lectures and sections is required. It is not enough to follow the course website or to borrow someone's notes: even the lectures are live sessions of interchange where your presence is desired. Talk with your teaching fellow individually about excused absences from lecture or seminar. Papers are expected by the deadlines, and late papers will be marked down 1/3 grade for each day of tardiness. If extenuating circumstances arise, talk to your TF at least one week before the due date about the possibility of an extension. Revisions of papers for regrading will not be accepted.

### **Provost's Statement concerning Students with Disabilities**

Students who have a disability which may necessitate an academic accommodation or the use of auxiliary aids and services in a class must initiate the request with the Disability Resource Center (DRC). The DRC will evaluate the request with required documentation, recommend appropriate accommodations, and prepare a verification letter dated in the current academic term in which the request is being made. Please contact the DRC as soon as possible; timely notice is needed to arrange for appropriate accommodations (phone 723-1066; TDD 725-1067).

### **The Stanford Honor Code**

The Honor Code is an agreement that binds us all as members of this intellectual community. Violating the Honor Code is a serious offense, even when the violation is unintentional. The text of the Honor Code is available at: [www.stanford.edu/dept/vpsa/judicialaffairs/honor\\_code.htm](http://www.stanford.edu/dept/vpsa/judicialaffairs/honor_code.htm). You are responsible for understanding the University rules regarding academic integrity; you should familiarize yourself with the code if you have not already done so. In brief, conduct prohibited by the Honor Code includes all forms of academic dishonesty, among them copying from another's exam, unpermitted collaboration and representing as one's own work the work of another. If you have any questions about these matters, see your teaching fellow during office hours.

**“BODIES IN PLACE,” FALL 2003**  
**WEEK-BY-WEEK SCHEDULE**

**Week I: Introduction**

**Thursday, 09/25/03: Lecture 1**

(**Tim Lenoir, Michael Shanks, Haun Saussy**: introduction to the course, rough outline, goals of IHUM and of this course in particular, assignments and expectations; a salute to **Phaedra Bell, Renée Courey, Victoria Szabo and Rob Wessling**, Fellows in the Humanities)

**Week 2: Crito**

**Tuesday, 09/30/03: Lecture 2**

(**HS**: Philosophy in the shadow of death)  
(**TL**: The Disembodied Soul)

**Thursday, 10/02/03: Lecture 3**

**FIRST PAPER TOPIC ANNOUNCED**

(**MS**: Athens and the culture of public speaking)  
(**TL**: Aristotle versus Plato: Embodied versus Disembodied Knowledge)

**Week 3: Crito & Sims**

**Tuesday, 10/07/03: Lecture 4**

(**HS**: Conversations conclusive and inconclusive)  
(**MS**: Can Socrates accommodate dialogue?)

**Thursday, 10/09/03: Lecture 5**

(**TL**: Plato, the Sims, and Virtuality)  
(**MS**: Located Bodies and the Concept of Culture)

**Week 4: Pillow Book**

**Tuesday, 10/14/03: Lecture 6**

**FIRST PAPER DUE 11:00 A.M., OCTOBER 14 IN LECTURE**

(**HS**: Behind a screen)  
(**MS**: Courtly performance)

**Thursday, 10/16/03: Lecture 7**

**FINAL PROJECT ASSIGNED**

(**MS**: The Aesthetic Body; Culture and Things)  
(**HS**: Life as art)

**Week 5: Pillow Book & Richard II**

**Tuesday, 10/21/03: Lecture 8**

(**TL**: Pillow Blog)  
(**HS**: ‘The feeling of things’)

**Thursday, 10/23/03: Lecture 9**

(TL: Performance as rebellion: the transgressive space of Elizabethan drama)

(MS: The Body Politic)

**Film screening: *The Madness of King George*  
10/26, 10/27, 10/28, 6:30pm-9:30pm in 420-041**

**Week 6: Richard II**

**Tuesday, 10/28/03: Lecture 10**

(MS: The Sovereign Body)

(HS: "The breath of kings")

**Thursday, 10/30/03: Lecture 11**

(MS: Located bodies and identity)

(HS: "Arm, arm, my name!")

**Week 7: Tristes Tropiques**

**Tuesday, 11/04/03: Lecture 12**

**SECOND PAPER TOPIC ANNOUNCED**

(HS: "I hate travel")

(TL: Authoritative Gazes, Disruptive Bodies)

**Thursday, 11/06/03: Lecture 13**

(MS: Located Travel: the ethnographic encounter)

(TL: From Plato to Levi-Strauss: Embodied Epistemology)

**Week 8: Tristes Tropiques**

**Tuesday, 11/11/03: Lecture 14**

(HS: Recognizing patterns; talking to strangers)

(MS: The encrypted body; the primitive body)

**Thursday, 11/13/03: Lecture 15**

(All: Panel discussion about observership)

**Week 9: From Sims to Networked Persistent Worlds**

**Tuesday, 11/18/03: Lecture 16**

**SECOND PAPER DUE 11:00 A.M., NOVEMBER 13 IN LECTURE**

(All: Opening the second pass)

(TL: Alternatives to narrative)

**Thursday, 11/20/03: Lecture 17**

(All: Panel discussion about the intersection of body + place)

**Week 10: Spaces, Places, Teleported Selves**

**Tuesday, 11/25/03: Lecture 18**

(TL: Distributed Minds; the fusion of virtual and real bodies)  
(HS: Mental geographies)

**THANKSGIVING BREAK, Thursday, 11/27/03**

**Week 11: Ecologies of the Body**

**Tuesday, 12/02/03: Lecture 19**

(HS: “The Humanities” and “the human sciences”)

(TL: Embodied information: the universe as a hologram)

**Thursday, 12/04/03: Lecture 20**

(TL, HS, MS: Wrap-up Panel Discussion)

**Final Project or paper due at the Final Project Fair,**

**December 8 at 3:00 pm**

**(place for your bodies to be announced).**

**Attendance is required of all students without exception.**

**Please make your travel plans accordingly.**