This course will bridge the disciplines of European history and archaeology in late antique Christianity and the European early Middle Ages by focusing on the differential representation and treatment of male and female bodies. Its point of departure will be the ancient belief that women’s reproductive organs were inverse versions of male genitalia. The logical implication of this view was that a woman’s body, as opposed to a man’s body, was incomplete and thus less than fully human; in order to attain full humanity and the dignity of a soul, a woman had to, in some sense, become a man. We will explore some of the ways in which the dominant male standard and the desire to control and transform an inadequately formed body constituted a central intellectual preoccupation in the medieval Mediterranean and later in Western culture.

Some of the themes we will address include monastic claustration (permanently imprisoning the body), self-mutilation, martyrdom (fragmentation), cross-dressing and gender slippage in late antique and early medieval written sources. Readings will include selections from the Church fathers, histories of saints, monastic Rules, visionary texts, theological works and ancient and early medieval medical treatises. We will also treat where possible archaeological representations of Christian bodies. To supplement the primary sources, we will read modern interpretations of this material. It is hoped that in looking at the ways in which men and women were conceptualized and represented, we will recuperate a body of literary texts and practices that without such contextualization seem otherwise incomprehensible. The central problems that the readings variously thematize, namely the exercise of power, control and interpretation with regard to human bodies, are highly “modern” and relevant to us today.

Readings for the course are mandatory and should be completed prior to class sessions; on the whole, there will usually be 150 pages of reading for each meeting but occasionally the primary sources will mandate longer assignments. The purpose of these readings is to acquaint students with various themes for discussion, and the contents of these texts are to be read critically for important points (rather than for every detail). Reading assignments will aid participation in the discussions, and will thus contribute both directly (participation grade) and indirectly (ability to assess the information provided in class) to the grade for the course.

6 January ** SIGN-UPS FOR COURSE SYNPOSSES AND RESPONSES **

Biblical and Ancient Views of Gender and Sex

RECOMMENDED BACKGROUND


Kyle Harper, *From Shame to Sin: The Christian Transformation of*

13 January ** Martyrdom and the Christian Body **
** HANDOUT OF SHORT ESSAY ASSIGNMENT **
READING: The Passion of Perpetua and Felicity
http://sourcebooks.fordham.edu/Halsall/source/perpetua.asp
Epistle of Ignatius to the Romans
http://www.newadvent.org/fathers/0107.htm

20 January ** On Desire and Pollution **
READING: Tertullian, On the Apparel of Women and On the Veiling of Women
http://www.newadvent.org/fathers/0402.htm
http://www.newadvent.org/fathers/0403.htm
Brown, The Body and Society, pp. 103-177.

27 January ** Dress and Identity **
Visiting Scholar: Prof. Frans Theuws (University of Leiden)

3 February  
**Harlots, Transvestites, and Holy Fools**  
**SHORT ESSAY ASSIGNMENT DUE**

**READING:**  
Life of Mary of Egypt  
[http://www.ocf.org/OrthodoxPage/reading/st.mary.html](http://www.ocf.org/OrthodoxPage/reading/st.mary.html)


10 February  
**A Model Holy Man: Athanasius’ *Life of Antony***  
**HANDBOUT OF RESEARCH ESSAY**

**READING:**  
[http://www.newadvent.org/fathers/2811.htm](http://www.newadvent.org/fathers/2811.htm)


17 February  
**Male and Female: Virginity and the Afterlife**  
**Visiting Scholar: Prof. Isabel Moreira (University of Utah)**

**READING:**  
Gregory of Nyssa, *On Virginity*  
[http://www.newadvent.org/fathers/2907.htm](http://www.newadvent.org/fathers/2907.htm)

Gregory of Nyssa, *Life of Macrina*  
[http://www.fordham.edu/halsall/basis/macrina.html](http://www.fordham.edu/halsall/basis/macrina.html)


Burrus, “Begotten not Made”, pp. 80-133.

24 February  **Bodily Signs and Scents: Fragmentation and Redemption in the East**

** RESEARCH OBJECTIVES AND BIBLIOGRAPHY DUE **

READING:  

3 March  **Fasting, Patronage, and Sanctity**

READING:  
Jerome to Paula: [http://www.newadvent.org/fathers/3001039.htm](http://www.newadvent.org/fathers/3001039.htm)  
Jerome to Eustochium: [http://www.newadvent.org/fathers/3001108.htm](http://www.newadvent.org/fathers/3001108.htm)  
Tertullian, On Fasting [http://www.newadvent.org/fathers/0408.htm](http://www.newadvent.org/fathers/0408.htm)  

10 March  **Spring Break – No Class**

17 March  **On the Duties of Clergy and Virgins**

READING:  
Ambrose, Concerning Virginity (Books 1-3) [http://www.newadvent.org/fathers/3407.htm](http://www.newadvent.org/fathers/3407.htm)  
Ambrose, On the Duties of the Clergy (Books 1-3) [http://www.newadvent.org/fathers/34011.htm](http://www.newadvent.org/fathers/34011.htm)  

24 March  **Leadership and Obedience**

** DRAFT OF RESEARCH ESSAY DUE **

READING:  
Augustine, Letter 130 to Proba [http://www.newadvent.org/fathers/1102130.htm](http://www.newadvent.org/fathers/1102130.htm)
Augustine of Hippo, *The City of God*, Book 14
[http://www.newadvent.org/fathers/120114.htm](http://www.newadvent.org/fathers/120114.htm)
Kate Cooper, *The Fall of the Roman Household* (Cambridge: Cambridge University Press, 2007), pp. 17-44.
Burrus, “*Begotten not Made*”, pp. 134-183.

31 March

**Christian Bodies and the World**

**ESSAY CRITIQUES DUE**


7 April

**Male Asceticism**


14 April

**Women on the Christian Frontiers**

Life of Leoba
[http://www.fordham.edu/halsall/basis/leoba.html](http://www.fordham.edu/halsall/basis/leoba.html)
21 April ** FINAL DRAFT OF ESSAY DUE – FINALS WEEK **

**COURSE REQUIREMENTS**

**FIRST SHORT ESSAY**

On 13 January, an assignment for a short essay (3-5 pages) will be handed out on a variety of themes; the essay will involve the assessment and analysis of a primary document. This assignment will be due on 3 February, and is worth 25% of the course grade. Any essay found to contain plagiarized material will receive a 0 and be treated in accordance with university policy. Late essays will be accepted without penalty only with prior permission of the instructor; otherwise, 1/3 of a letter grade will be deducted each day that the essay is late.

**RESEARCH ESSAY**

On 10 February, you will begin a research essay (15-20 pages) on a primary source related to the period and topic we have addressed in this course but one not read for class. You may also begin this assignment earlier in the course, but the choice of topic must be approved by the instructor. In this essay, you will analyze a primary document (in its original or in translation) in conjunction with secondary research and related to the theme you explored in the last two assignments. This paper will count as 50% of the course grade and is due in two drafts. A research statement and bibliography will be due on 24 February. The first draft of this essay will be due on 24 March (same rules apply as for first essay). Students will hand in one copy for the instructor and one for each of their peers in the course to critique. This first draft will be worth 20% of the course grade. On 31 March, students will return their peer critiques (worth 5% of course grade) and receive back their own from the other students as well as the instructor. Both will aid in the formulation of a second draft which students will hand in on 21 April with both (instructor and student) critiques of the first draft. The second draft will be worth 25% of the course grade.

**DISCUSSION LEADERSHIP, RESPONSES, AND PARTICIPATION**

On 6 January, a sign-up sheet will go around allowing each student to sign up for two opportunities to act as the weekly discussion leader and two opportunities to provide a written response to the week’s readings (four pages) during the semester. The latter will be circulated to the seminar by Wednesday afternoon (5pm) before the weekly seminar, so that the discussion leader and other students may be prepared to discuss the issues raised. These activities will contribute along with general class participation (on the basis of active contribution to the ongoing discussion of the material read for the course and consistent attendance) to 25% of the course grade. Unexcused absences from a significant number of course meetings (three or more) will be grounds for automatic failure in the course.

**GRADING**

Grades will be awarded according to individual achievement and not in response to a set "curve." Thus, high grades by one student will not lower those of any other student. The instructor reserves the right to exercise her professional judgment and discretion in adjusting marks according to circumstances leading to a mark, such as in the case of improving or deteriorating performance, and consistent class participation or a high proportion of absences and lack of preparedness for class.
UNIVERSITY POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

COURSE EVALUATIONS
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

EMERGENCY INFORMATION
Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, or telephone 392-1575. The University Police Department: 392-1111 or 9-1-1 for emergencies.

COMMENTS
I look forward to a stimulating seminar, and encourage students to come to office hours with any questions or issues that arise during lectures, discussions or in the course of your readings.