This course will bridge the disciplines of the history and archaeology of 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 in this seminar 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 incomprehensible and bizarre. 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 about 100-150 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.

**27 August**

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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1 October

Male and Female Virginity
Wikipedia Revision Assignment Due; Handout of Research Essay
Gregory of Nyssa, Life of Macrina [http://www.fordham.edu/halsall/basis/macrina.html]
Burris, “Begotten not Made”, pp. 80-133.

8 October

Bodily Signs and Scents: Fragmentation and Redemption in the East

15 October

Fasting and Sanctity
Research Objectives and Bibliography Due
READING: Jerome to Paula: [http://www.newadvent.org/fathers/3001039.htm]
Jerome to Eustochium: [http://www.newadvent.org/fathers/3001108.htm]
Tertullian, On Fasting [http://www.newadvent.org/fathers/0408.htm]

22 October

On the Duties of Clergy and Virgins
READING: Ambrose, Concerning Virginity (Books 1-3) [http://www.newadvent.org/fathers/3407.htm]
Ambrose, On the Duties of the Clergy (Books 1-3) [http://www.newadvent.org/fathers/34011.htm]
David G. Hunter, “Clerical Celibacy and the Veiling of Virgins: New
Boundaries in Late Ancient Christianity,” in The Limits of Ancient Christianity: Essays on Late Antique Though and Culture in Honor of R. A. Markus, edited by William E. Klingshirn and Mark Vessey (Ann Arbor: University of Michigan Press, 1999), pp. 139-152.

29 October
Leadership and Obedience
READING: Augustine, Letter 130 to Proba
http://www.newadvent.org/fathers/1102130.htm
Augustine of Hippo, The City of God, Book 14
http://www.newadvent.org/fathers/120114.htm
Kate Cooper, The Fall of the Roman Household (Cambridge: Cambridge University Press, 2007), pp. 17-44.

5 November
Dress and Identity
Draft of Research Essay Due

12 November
Christian Bodies and the World
Essay Critiques Due
READING: Excerpt from Caesarius’ Rule for Virgins (handout)
Jo Ann McNamara and John E. Halborg, trans., “Radegund, Queen of the Franks and Abbess of Poitiers (ca.525-587),” in their Sainted Women of

19 November  Male Asceticism

26 November  Thanksgiving Break

3 December  Women on the Christian Frontiers
Life of Leoba
http://www.fordham.edu/halsall/basis/leoba.html

10 December  Pick Up Final Essay (No Class – Input Wikipedia Article)

COURSE REQUIREMENTS
SHORT ESSAY
On 3 September, 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 17 September, and is worth 15% of the course grad. Any essay found to contain plagiarized material will receive a 0 and be treated in accordance with university policy. For more information on UF's policies on plagiarism and cheating, see the Student Conduct & Honor Code: https://www.dso.ufl.edu/scr/process/student-conduct-honor-code/
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.
WIKIPEDIA ARTICLE REVISION ASSIGNMENT
On 17 September, an assignment will be handed out by which you will make corrections to an existing wikipedia article on a topic related to this course. Your assignment will be to find an article in need of expansion and/or correction and you will make the proposals for how this article might be improved, including bibliography and cross-linking to support your objectives. Once you receive feedback, you will input the changes after creating a wikipedia account. This assignment will be due on 1 October (with changes inputted by 15 October). A similar assignment, based on the topic of your research paper, will be due on 19 November and added to Wikipedia by 10 December. The two assignments will be worth 15% of the course grade. The same penalties for plagiarism and late papers apply as for first essay.

RESEARCH ESSAY
On 1 October, 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 15 October. The first draft of this essay will be due on 5 November (same rules apply as for short 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 12 November, 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 3 December with both (instructor and student) critiques of the first draft. The second draft will be worth 25% of the course grade.

PARTICIPATION
Class participation (20%) will be judged on the basis of active contribution to the ongoing discussion of the material read for the course as well as consistent attendance. 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.

Grade Values for Conversion May 11, 2009 and After

<table>
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<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B</th>
<th>B-</th>
<th>C</th>
<th>C-</th>
<th>D</th>
<th>D-</th>
<th>E, I, N</th>
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<td>3.3</td>
<td>3</td>
<td>2.7</td>
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<td>2</td>
<td>1.7</td>
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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.