

## Course Syllabus

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### Course Information

Course: ARHM 3342.001

Course Title: *Advanced Interdisciplinary Studies in the Arts and Humanities: Fantastic Bodies*

Day and Date: *Wednesdays, 7:00pm-9:45pm*

Location: JO 3.906

Term: *Fall 2015*

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### Professor Contact Information

Professor: *Sabrina Starnaman, PhD*

Email: *sabrina.starnaman@utdallas.edu*

Office: *JO 5.514*

Office Hours: *Tuesday from 2:45 to 4:45pm or by appointment*

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### Course Pre-requisites, Co-requisites, and/or Other Restrictions

*HUMA 1301 (or equivalent) and RHET 1302*

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### Course Description

*This course focuses on the subject of the human body as it is represented, used, and defined by society. We will encounter works of fiction, history, art, and film that depict bodies. We will also read analytical examinations of historical practices and critical works of theory in order to gain experience in various analytic and interpretive approaches. This class explores interdisciplinary connections among artistic and intellectual endeavors appropriate to a range of courses in the Arts and Humanities. Our course will explore the convergence of the liberal arts around the theme of "Fantastic Bodies."*

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### Student Learning Objectives/Outcomes

- *Students will be able to analyze primary texts using historical context and/or critical interpretive approaches.*
  - *Students will be able to design a presentation that augments a interdisciplinary discussion of "Fantastic Bodies"*
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### Required Textbooks and Materials

*Life in the Iron Mills*, Rebecca Harding Davis. Bedford Cultural Edition.

ISBN-10: 031213360X

ISBN-13: 978-0312133603

*How the Other Half Lives*, Jacob Riis. Bedford Cultural Edition.

ISBN-10: 0312574010

ISBN-13: 978-0312574017

*Geek Love*, Katherine Dunn

ISBN-10: 0375713344

ISBN-13: 978-0375713347

*Kraken*, China Miéville

ISBN-10: 0345497503

ISBN-13: 978-0345497505

*More than Human*, Theodore Sturgeon

ISBN-10: 0375703713

ISBN-13: 978-0375703713

*Accessing the Future* is recommended, but not required. I did not order it at Off Campus books, so I suggest ordering it online. We will have a chance to speak with an author included in this volume and will be reading multiple sections.

ISBN-10: 0957397542

ISBN-13: 978-0957397545

Copies of the required texts are available at Off Campus Books.

Off Campus Books (located behind Fuzzy's Tacos)

561 W. Campbell Road, #201

Richardson, TX 75080

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### Assignments & Academic Calendar

Week	Day/Date	Material Read/Assignments Due	Notes
1	W 8/26	Syllabus Introduction Discuss historical Context "The Problem of the Administration of Wealth" (1900) Andrew Carnegie from <i>Life in the Iron Mills</i> (151-156) "The Working Girls of New York" (1867) Fanny Fern from <i>Life in the Iron Mills</i> (157-159) "A Song for Occupations" (1855) Walt Whitman from <i>Life in the Iron Mills</i> (136-43)  "Prototype"	
2	W 9/2	"Introduction: Cultural and Historical Background" from <i>Life in the Iron Mills</i> (3-25) <i>Life in the Iron Mills</i> (1861) Rebecca Harding Davis (39-74) "Historicizing Disability in the American Novel," Sari Altschuler. <i>American Literature</i> (2014) (.pdf on eLearning)  *Reading Journal (RJ) #1 <i>LitIM</i> and/or "Historicizing Disability" due by 5:00pm. Submit on the turnitin link on eLearning.	<i>LitIM</i> , article, & Rebecca Harding Davis—student presentation (2)
3	W 9/9	<i>Life in the Iron Mills</i> <i>How the Other Half Lives</i>  *RJ #2 <i>HtOHL</i> due by 5:00pm. Submit on the turnitin link on eLearning.	<i>HtOHL</i> & Jacob Riis—Student presentation
4	W 9/16	<i>How the Other Half Lives</i>	"EC," & Altschuler article—Student

		<p>“Eleanore Cuyler,” Richard Harding Davis (.pdf on eLearning)</p> <p>*RJ #3 “EC” due by 5:00pm. Submit on the turnitin link on eLearning.</p>	<p>presentation (1) Richard Harding Davis—student presentation (1)</p>
5	W 9/23	<p>“Pirate Song” visit with Nicolette Barischoff “Accessible Space...the Final Frontier” from <i>Accessing the Future</i></p> <p>*RJ #4 “PS” and/or “Accessible Space...the Final Frontier” due by 5:00pm. Submit on the turnitin link on eLearning.</p>	
6	W 9/30	<p>“The Social Construction of Freaks,” Robert Bogdan. “The ‘Careers’ of People Exhibited in Freak Shows: The Problem of Volition and Valorization,” David Gerber. <i>Freakery: Cultural Spectacles of the Extraordinary Body</i>, Rosemarie Garland-Thomson, editor. Articles &amp; Rosemarie Garland-Thomson—student presentation</p> <p><i>Freaks</i> and <i>The Elephant Man</i>, films (clips viewed in class)</p> <p>*RJ #5 “Social Construction” and “Careers’ of People Exhibited in Freak Shows” due by 5:00pm. Submit on the turnitin link on eLearning.</p>	<p><i>Freaks</i> &amp; articles— Student presentation (1-2) <i>The Elephant Man</i> &amp; article—Student presentation (1-2)</p>
7	W 10/7	<p><i>Geek Love</i></p> <p>*RJ #6 <i>GL</i> due by 5:00pm. Submit on the turnitin link on eLearning.</p>	<p>The Photography of Diane Arbus— student presentation (1-2)</p>
8	W 10/14	<p><i>Geek Love</i> The History of Tattoos</p> <p>*RJ #7 <i>GL</i> and Diane Arbus due by 5:00pm. Submit on the turnitin link on eLearning.</p> <p>Visit with tattoo artist Dru Bias of Allegiance Tattoo (tbd)</p>	<p>The tattooed man as carnival performer— student presentation (1-2)</p>
		<p>MIDTERM GRADES DUE SATURDAY, OCTOBER 17<sup>TH</sup></p>	

9	W 10/21	<p>“The Illustrated Man” The History of Tattoos</p> <p>*RJ #8 “The Illustrated Man” due by 5:00pm. Submit on the turnitin link on eLearning.</p> <p>Visit with tattoo artist Dru Bias of Allegiance Tattoo (tbd)</p>	Assign Final Project Ray Bradbury— Student presentation (1)
10	W 10/28	No Class	
11	W 11/4	<i>Edward Scissorhands</i> , film	Tim Burton & fantastic bodies- student presentation (1-2)
12	W 11/11	<p><i>Kraken</i></p> <p>*RJ #9 <i>Kraken</i> due by 5:00pm. Submit on the turnitin link on eLearning.</p>	China Mieville— Student Presentation (1) Giant squid & the state of scientific research-student presentation (1)
13	W 11/18	<p><i>Kraken</i></p> <p>“Prototype” and “The Making of Prototype”</p>	
14	W 11/25	NO CLASS—FALL BREAK	
15	W 12/2	<p><i>More Than Human</i></p> <p>*RJ # 10 <i>More than Human</i> due by 5:00pm. Submit on the turnitin link on eLearning.</p>	<i>MtH</i> & Theodore Sturgeon—Student Presentation (1-2)
16	W 12/9	<p>Bringing it all together</p> <p>*RJ #11 Final Questions/Thoughts due by 5:00pm. Submit on the turnitin link on eLearning.</p>	
Finals Week F 12/11- Th 12/17			

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## Assignments and Grading Policy

Reading Journal (a/k/a RJ)	200 points
Each RJ is worth 20 points. You may choose to do all 11 RJ opportunities for 220 points. RJs should be 200-300 words submitted via eLearning by 5pm the day it is due. See pages 7-8 for details.	
Class Presentation	100 points
This is your opportunity for research Written component (50 points) Presentation and making it useful to your fellow students (50 points) See page 8 for details.	
Attendance and <b>Active</b> Class Participation	100 points
<b>Total:</b>	<b>400+ points</b>

***\*\*Attendance is mandatory and excessive absences (3 or more) will result in a loss of points toward your final grade.***

### How to Calculate your Grade:

380-400 pts. = A	233-266 pts. = C+
367-379 pts. = A-	200-232 pts. = C
330-366 pts. = B+	167-199 pts. = C-
300-329 pts. = B	123-166 pts. = D
267-299 pts. = B-	< 124 pts. = F

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## Course & Instructor Policies

As an upper-division literature course, ARHM 3342 is a discussion-intensive seminar. Thus, whole group discussions will dominate our class periods, though there will some lecture and small group discussions. Active class participation is very important to the success of the course and to the quality of your experience in this class. If you are present and engaged, our class will be productive and enjoyable. That means everyone needs to come to class **on time** and **be prepared**.

Anyone who uses a laptop, tablet computer, electronic reader, or cell phone for activities not related to our work in class (activities like checking Facebook, sending texts, watching a ballgame, IMing, etc.) will have their behavior identified publicly, recorded, and their grade lowered accordingly. This behavior is disrespectful to your classmates and professor.

You must bring your texts to class. This class may ask you to read more than you are used to reading in other courses. You may find that you need to reread passages multiple times in order to understand them. Start early and give yourself time to enjoy these books and stories. I wholeheartedly recommend taking notes in your books, flagging important passages, and coming to class with questions or comments about the texts.

**No late assignments are accepted. You may turn in assignments early though.**

Recent studies suggest that students who bring laptops to class perform worse (on average) than their non-laptop using peers, and are much less likely to pay attention in class. [Feel free to check the research: e.g., <http://ssrn.com/abstract=1078740> or any of the vast literature on the detriments of multitasking for performance.] Laptops and other electronic devices can also be a distraction for other students. You may read

texts on computers, tablets, Kindles, etc., but I don't recommend it. Taking notes on digital texts is generally less effective than taking notes on paper texts.

We will use our full course time. (FYI: Packing up early is a pet peeve of mine).

## PRO TIPS

### You want to do well in this class?

- Read the syllabus carefully and refer to it often.
- Come to class with questions, sections of texts you want to discuss already flagged, and comments to make. Write in your books and/or take notes while you read! Pose questions and make observations as you read and write them down. Reflect upon our previous class discussions and jot down notes and page numbers that you think are relevant.
- Come to *every* class *prepared*. Read carefully and take time to skim them before class to refresh details that you may have forgotten or details that you may have overlooked the first read-through.
- Consider using an audiobook version of the texts alongside the print texts if you think it would help you.
- Listen and contribute actively to the conversation.
- Know where my office is. Know when I have my office hours.
- Visit me in Office Hours, especially if you have a question or observation that you did not get to make in class. Visit me in Office Hours even if you don't have questions.
- Complete every assignment on time.
- If you have concerns or questions about your work or performance (at any stage in the process), come see me. I am happy to work with you.
- Get the email addresses or phone numbers of a couple of students in case you need to find out what you missed. Consider discussing your presentation or the readings with each other before they are due.
- If applicable, take your Reading Journal entries to the Writing Center or find a quality proofreader to edit your work.
- Come to class on time and do not pack up early. If something comes up and you have to be absent or leave early, please talk to me about it. Life happens.
- If you are having difficulties (in life, class, etc.) talk to me before you get too far in a hole. Everyone has a tough semester.

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## Comet Creed

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

"As a Comet, I pledge honesty, integrity, and service in all that I do."

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## UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.***

## Reading Journal (20 points each)

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**Purpose:** The Reading Journal is an alternative to the more time-consuming and polished short analytical response paper. I hope this assignment 1) facilitates more reflective reading, 2) starts the class discussion before we get to class, and 3) forces you to question (and answer) the text without me, the professor, running the show. I want to know what you are thinking about the book before I am asking the questions. I want to know what your questions are.

**How To:** Take notes about the text while you are reading. Then when it comes time to write your RJ pick one or two key points that interested/troubled/excited you about the text and write them as your RJ assignment.

Here are some questions/statement starters that might help you get started.

- We discussed \_\_\_\_\_ in class last week and I am seeing it in this book now. How is this aspect of the book I am reading relate to “X” topic we were discussing last week?
- The treatment of bodies in this book is interesting/problematic/grotesque. For instance . . . . I think this is meant to . . . .
- Something I never thought of is \_\_\_\_\_. In this book . . . .
- This passage [include the passage if it is short or summarize it and give a page number if it is long] puzzles/disturbs/moves me in the following ways . . . The author seems to have captured . . . in this section.
- In my history/biology/other course I learned about . . . in this book . . . This makes me wonder . . . .
- Which character is the most affecting and why?
- What is this author trying to say?

As we go along I will bring in bits of RJs by other students and you will encounter other ways of thinking and writing about texts. Please consider the RJ practice a work in progress. If you write something that you want me to know, but absolutely would not want discussed in class, please note that in your RJ. I intend to read from, copy, describe, and discuss your RJs in class (in a positive, this-is-so-interesting way, not a you-need-to-defend-this-horrible-thing-you-wrote kind of way).

**Grading:** I am asking for 200-300 words, about a page or a page and a half, no more. I do not expect your RJs to be formally composed with an objective voice. I hope you will be respectful of the text, author, and reader, but still write in an authentic, natural voice. Feel free to include lists, ask questions, answer questions, refer to previous or outside texts within reason and if appropriate. See the grading rubric below in order to get a more specific sense of what I am looking for. Feel free to bring your RJ entries to my Office Hours before your journal is due in order to get feedback on it. I expect it will become clear early on what expectations of this assignment are.

## Grading Rubric

Criteria				
<b>Topic Development:</b> How well did the RJ develop a unified topic or two?	10-8 Entry develops one or two issues in the course of the entry.	8-6 Introduces some interesting topics but fails to develop them. Or entry introduces too many issues to be dealt with in 200-300 words.	5-3 Suggests some ideas but did not develop. Or only provides a list of ideas.	2-0 Entry is a scattering of ideas that may not be linked. Entry is confusing.
<b>Textual Discussion:</b> How well did the RJ engage with the assigned text(s)?	10-8 The writer uses the text to develop an idea or two. The writer delves into an aspect of the text in a productive way.	8-6 The entry engages with the text, but does not use it to develop questions or a prolonged discussion. The discussion of the text is not central to the development of a central idea or two.	5-3 Entry only discusses the text(s) at a superficial level.	2-0 Entry provides little evidence that the writer read the assigned text. The text described is not identifiable as the assigned text.

### Class Presentation (100 points total)

Purpose: The goal of this assignment is 1) to supplement the course reading with additional background information, 2) to allow you to lead in bringing interdisciplinary materials together to facilitate discussion, and 3) give you a chance to do in-depth research about a topic of interest.

#### Written component (50 points)

Craft a handout, no more than two pages, that summarizes the key points of your presentation, perhaps possess questions that you would like the class to consider, and includes an annotated bibliography of 3-5+ sources. The bibliography should include all the sources from which you garnered information for your presentation, as well as additional sources that are interesting and that you think we might like to explore on our own. For instance, if you are presenting on China Miéville or Ray Bradbury you might include links to video interviews with them. If you are presenting on the tattooed man as a traditional circus performer you might find an archive of photos that you think we would like to explore at our leisure. Submit the written document via the turnitin assignment link on eLearning. You will need to bring 20 copies of your handout for the students.

#### Presentation (50 points)

Share your research with the class with special attention given to linking it to the material we have been/will be discussing in class. Feel free to bring in visual images or cinematic clips to share if appropriate; we have an LCD projector that we can use in the classroom. Plan for your presentation to take 10 minutes, though some will naturally evolve into a longer discussion.

Please remember we are a community of learners that support each other. We will engage in classroom discussion during each meeting; your presentation is just another form of the discussion we do every week. Being a little nervous is normal. Let us work together to support our classmates during their presentations as they support us.