

Course Syllabus

Course Information

Course: ARHM 3342.501

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

Day and Date: Tuesdays, 7:00-9:45pm

Location: ATC 2.101

Term: Fall 2016

Professor Contact Information

Professor: Sabrina Starnaman, PhD

Email: sabrina.starnaman@utdallas.edu

Office: JO 4.346

Office Hours: Tuesday from 2:00 to 4:00 pm or by appointment

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

HUMA 1301 (or equivalent) and RHET 1302

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.”

Student Learning Objectives/Outcomes

- Students will be able to analyze primary texts, such as works of fiction, drama, photography, film, and art, using historical context and/or critical interpretive approaches.
- Students will be able to design a research project that includes an interdisciplinary discussion of “Fantastic Bodies”

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

Jericho, Jack Canfora

ISBN-10: 0881455563

ISBN-13: 978-0881455564

Who Fears Death, Nnedi Okorafor

ISBN-10: 0756406692

ISBN-13: 978-0756406691

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

Many other texts will be available via .pdf on eLearning or web link. Please read the Assignments & Academic Calendar carefully to see what reading is expected for the class period and whether it is on eLearning, on the internet, or is in the form of a book.

Assignments and Grading Policy

Reading Journal (RJ) - See pages 10-11 for details. 100-125 points

Each RJ is worth 25 points. You must complete 4 RJs, but you may choose to do up to 5 of the 10 RJ opportunities for 125 points.

Everyone must complete RJ#1 and/or RJ#2, in order to get feedback early in the semester.

RJs should be 200-300 words submitted via eLearning by 5pm the day it is due.

Research Project - See pages 15-18 for details. 200 points

Annotated Bibliography assignment for “The Social Construction of Freaks,”
Robert Bogdan. (.pdf via eLearning) (15 points)

Preliminary Research Proposal (200-300 words) (25 points)

Preliminary Bibliography (1-3+ primary sources, 12-15+ scholarly secondary
sources, MLA format) (10 points)

Final Project: Research Statement (500-1250 words) (75 points)

Final Project: Annotated Bibliography (1-3+ primary sources, 8-10+ scholarly
secondary sources, MLA format) (75 points)

Supplementary Project - See pages 12-14 for details 50 points

Class Presentation (see Academic Calendar)/Dramatic Performance from *Jericho*/

Fantastic Bodies Art Project/Collaborative Digital Media Project with

EMAC 6373.501 Emerging Media Studio graduate students

You can choose a project that allows for creative production or the public
sharing of knowledge

Attendance and *Active* Class Participation 50 points

Full credit (50 points) requires both Attendance and Active Class Participation

Extra Credit Opportunities 20 points

Thursday, October 20th Ken Liu lecture on campus in the evening.

Extra credit opportunity—write 200 words response about what was interesting
in his lecture submit via eLearning by 11:59pm Thursday, October 27th.

Attendance at lecture required for extra credit assignment.

Total: 445 points possible

*****Attendance is mandatory and excessive absences (3 or more) in the failure of the class.***

Midterm grades will be based on your best 2 RJ grades (from RJ#1-5) and the annotated bibliography assignment for “The Social Construction of Freaks.” Thus, the midterm grade will be an estimated grade based on points earned out of a total of 65 possible points.

How to Calculate your Final Grade:

401+ points = A+

380-400 pts. = A

367-379 pts. = A-

333-366 pts. = B+

332-300 pts. = B

267-331 pts. = B-

233-266 pts. = C+

200-232 pts. = C

167-199 pts. = C-

100-166 pts. = D

< 99 pts. = F

Assignments & Academic Calendar

Week	Day/ Date	Material Read/Assignments Due	Assignments, Due Dates, and Student Presentation Topics
1	T 8/23	Syllabus, introductions Discuss historical Context “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) Bring <i>Life in the Iron Mills</i> , though I will have hard copies of the two selections available in class for those who do not have the book. “Prototype”	
2	T 8/30	“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)	<i>HtOHL</i> & Jacob Riis—Student presentation (1)
3	T 9/6	<i>Life in the Iron Mills</i> <i>How the Other Half Lives</i> : “Introduction,” “Chapter I: Genesis of the Tenement,” “Chapter IV: The Down Town Back-alleys,” “Chapter V: The Italian in New York,” “Chapter VI: The Bend,” “Chapter VII: A Raid on the Stale-beer Dives,” “Chapter VIII: The Cheap Lodging-houses,” “Chapter IX: Chinatown,” “Chapter X: Jewtown,” and “Chapter XI: The Sweaters of Jewtown” Research workshop: How to do an annotated bibliography entry—bring your copy of “Historicizing Disability in the American Novel,” Sari Altschuler to class.	*RJ #1 <i>HtOHL</i> due by 5:00pm. Submit via eLearning.
4	T 9/13	<i>How the Other Half Lives</i> : “Chapter XIII: The Color Line in New York,” “Chapter XIV: The Common Herd,” “Chapter XV: The Problem of Children,” “Chapter XVII: Waifs of the City’s Slums,” “Chapter XVII: The Street Arab,” “Chapter XX: The	*RJ #2 “EC” due by 5:00pm. Submit on eLearning.

		Working Girls of New York,” and “Chapter XXI: Pauperism in the Tenements” “Eleanore Cuyler,” Richard Harding Davis (via Google Books: find “EC” chapter in <i>Van Bibber and Others</i> , pages 95-130 of book online)	
5	T 9/20	“Pirate Song,” Nicolette Barischoff and “Accessible Space...the Final Frontier” from <i>Accessing the Future</i> (.pdf via eLearning) <i>Freaks</i> film (1932) viewed in class (62 minutes) Research workshop: Reviewing how to annotate an article.	*RJ #3 “PS” due by 5:00pm. Submit on eLearning. <i>Freaks</i> —student presentation (1) Fall in love with <i>Geek Love</i> early!
6	T 9/27	Skype/IM meeting with Nicolette Barischoff author of “Space Pirates” “The Social Construction of Freaks,” Robert Bogdan. (.pdf via eLearning) Research workshop: Reviewing how to annotate an article with examples from “Social Construction” annotations.	Annotated Bibliography assignment for “Social Construction” due by 5:00pm. Submit on eLearning. The tattooed man as carnival performer—student presentation (1) The tattooed woman as a carnival performer presentation—student presentation (1) Better be reading <i>Geek Love</i> .
7	T 10/4	<i>Geek Love</i> “The ‘Careers’ of People Exhibited in Freak Shows: The Problem of Volition and Valorization,” David Gerber. (.pdf via eLearning) Research workshop: Introduction to choosing a research topic and doing scholarly research	*RJ #4 “‘Careers’ of People Exhibited in Freak Shows” due by 5:00pm. Submit on eLearning. The Photography of Diane Arbus—student presentation (1) Get cracking reading <i>Kraken</i> !
8	T 10/11	<i>Geek Love</i> Research workshop: What is a primary source? What is a scholarly source? Making a bibliography	*RJ #5 <i>GL</i> due by 5:00pm. Submit on eLearning. Start <i>Kraken</i> early!
MIDTERM GRADES SATURDAY, OCTOBER 15 TH			
9	T 10/18	Discuss “The Paper Menagerie” by Ken Liu (.pdf via eLearning)	*RJ #6 “Paper Menagerie”

		<p>Link to Escape Pod podcast audio file of story: http://escapepod.org/2012/05/17/ep345-the-paper-menagerie/</p> <p><i>Edward Scissorhands</i>, view film in class and discuss</p> <p>“Fantastic Films, Fantastic Bodies: Speculations on the Fantastic and Disability Representation,” by David Church (.pdf via eLearning)</p>	<p>*RJ #7 “Fantastic Films, Fantastic Bodies”</p> <p>Tim Burton & fantastic bodies-student presentation (1)</p> <p>Ken Liu student presentation (1)</p> <p>Are you reading <i>Kraken</i> yet?</p>
<p>Thursday, October 20th Ken Liu lecture on campus in the evening.</p> <p>Extra credit opportunity—write 200 words response about what was interesting in his lecture and how it relates to our course. Submit via eLearning by 11:59pm Thursday, October 27th. Attendance at lecture required for extra credit assignment.</p>			
10	T 10/25	<p><i>Kraken</i></p> <p>Research workshop: Writing a paper topic proposal Sign up for Groups A and B</p>	<p>*RJ #8 <i>Kraken</i> due by 5:00pm. Submit on eLearning.</p> <p>China Mieville—Student Presentation (1)</p> <p>Giant squid research-student presentation (1)</p>
11	T 11/1	<p><i>Kraken</i></p>	<p>Project Proposal and Preliminary Bibliography (Group A) due by 12noon on 11/1</p>
12	T 11/8	<p><i>Jericho</i></p> <p>Presentation of <i>Jericho</i> scene.</p>	<p>*RJ # 9 <i>Jericho</i> due by 5:00pm. Submit on eLearning.</p> <p>Student presentations of scene from <i>Jericho</i> (2-6)</p> <p>Jack Canfora—Student Presentation (1)</p>
13	T 11/15	<p><i>Jericho</i></p> <p>Skype meeting with <i>Jericho</i> author Jack Canfora</p>	<p>Project Proposal and Preliminary Bibliography (Group B) due by 12noon on 11/15</p> <p>Start finding out <i>Who Fears Death</i> right away.</p>
	T 11/22	NO CLASS—FALL BREAK	Be thankful that your homework is reading <i>Who Fears Death</i>
14	T 12/2	<p><i>Who Fears Death</i></p> <p>Research workshop: Writing a Research Statement</p>	<p>*RJ # 10 <i>Who Fears Death</i> due by 5:00pm. Submit on eLearning.</p>

			Nnedi Okorafor—Student Presentation (1)
15	T 11/29	<i>Who Fears Death</i> Presentation of student projects—TBD	
16	T 12/6	Presentation of student projects--TBD Bringing it all together	*RJ # 11 Submit on eLearning by 11:59pm Monday, 12/12. (Requested, but not included in the RJs of the semester) Reflection on the class as a whole. Your thoughts about the books, discussions, what you are taking away from class, etc.
Finals Week: Friday, December 9th – Thursday, December 15th Final Exam Meeting: TBA Presentation of student projects, continued. There will not be a final exam, but we will meet for the presentation of student projects and discussion. Attendance will count toward overall course attendance.			
Wednesday, December 14th by 11:59pm Final Project: Research Statement and Annotated Bibliography Due *RJ # 11 Submit on eLearning by 11:59pm Wednesday, 12/14. (RJ11 is requested, but not included in the RJs of the semester) Reflection on the class as a whole. Your thoughts about the book, the discussions, what you are taking away from this class, etc. Completion of RJ#11 or not will not effect your grade in any way.			

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, annotated bibliography, and research proposals 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.

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.”

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 (25 points each)

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. Please take care in writing your RJ—take time to reread, revise, and hone it before you turn it in. I hope you will be respectful of the text, author, and reader, yet find a way to write your authentic questions or thoughts. 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.

Your Reading Journals may be longer, as long as they are of a high quality all the way through. More DOES NOT equate to better. You may complete more than 5 RJs if you like to participate in the conversation about the book in writing, but without earning additional points for them.

RJ#1 or #2 is required (yes, you can do both RJ#1 and RJ#2 if you wish).

Grading Rubric

Criteria	Excellent/Very Good	Good to Satisfactory	Developing	Needs Development to Unacceptable
Topic Development: 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.	7-5 Introduces some interesting topics but fails to develop them. Or entry introduces too many issues to be dealt with in 200-300 words.	4-3 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.
Textual Discussion: How well did the RJ engage with the assigned text(s)?	15-12 The writer uses the text to develop an idea or two. The writer delves into an aspect of the text in a productive way.	11-8 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.	7-4 Entry only discusses the text(s) at a superficial level.	3-0 Entry provides little evidence that the writer read the assigned text. The text described is not identifiable as the assigned text.

Supplementary Projects (50 points)

Projects Include:

- Class Presentation (see Academic Calendar for topics and dates)
- Dramatic Performance from *Jericho*
- Fantastic Bodies Art Project
- Collaborative Digital Media Project with EMAC 6373.501 Emerging Media Studio graduate students

Class Presentation (Up to 10 students may do this)

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 additional research about a topic of interest. Topic of class presentation is determined in collaboration with the professor. See syllabus calendar for topics available.

Written component (25 points)

Craft a handout, no more than two pages, that summarizes the key points of your presentation, perhaps offer 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 you might include links to video interviews with them. If you are presenting on the photography of Diane Arbus you might find an archive of photos that you think we would like to explore at our leisure. Feel free to show a short video or series of photos if that is appropriate for your topic.

Submit the written document via the turnitin assignment link on eLearning. You will need to bring 40 copies of your handout for the students.

Presentation (25 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. If the presentation portion runs long I may need to cut you off, because we have many things to get through in the course of a class period.

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.

Dramatic Performances from *Jericho* (Up to 6 students may do this—2 scenes max with 2-3 different performers. One scene per group.)

Presentation (25 points)

To do this assignment you must work in a group. You will choose a scene from Canfora's play *Jericho*, practice it as a group outside of class, and perform it for the class on the night of Tuesday, November 8th. Time in class is limited so please be well prepared to enter the performance space and perform. Think about the choices you made as individuals and as a group in the staging of the scene.

Be prepared that we may discuss your scene, the specific depiction of a character or interaction between characters in class, as a part of the larger discussion of the text.

Written Component (25 points)

Each individual participation will write a 300-500 word reflection about the scene chosen, the way you chose to interpret the scene, the experience of working up the scene and performing it. Consider how you understood your character—on what did you base your understanding of the character? What mannerisms, costume choices, diction, etc, did you use to convey your understanding of the character. This reflection should be organized, focused, use examples from the text and/or performance, and free of errors in grammar, syntax, etc.

Fantastic Bodies Art Project (Available to any number of students)

Production and Presentation (25 points)

Conceive, research, and make an artwork that engages with the themes explored in the class. This project should be original to the course. I will show you an example of a project that I have been working on as an example. Feel free to discuss your ideas with me as you go along. The kinds of projects that students will do for this project will be more individual in conception and execution and acceptance of a project idea and plan is at the discretion of the professor.

You must have written approval for your project before you may present it. It is expected that the artwork will be thoughtfully produced, with care to technique and developed themes. Presentation will occur in one of the final class meetings or at the final exam meeting—presentation date to be determined by the professor near the end of the semester.

Written Component (25 points)

Each student completing this project will write a reflection of at least 300 words about the project and how it relates to themes in the course. It may reference influences, particularly those from the course. This reflection should be organized, focused, use examples from the text and/or performance, and free of errors in grammar, syntax, etc.

Collaborative Digital Media Project with EMAC 6373.501 Emerging Media Studio graduate students
(Available to any number of students)

Production and Presentation (25 points)

For this project students will collaborate with graduate students in Professor xtine burrough's EMAC 6373.501 Emerging Media Studio to make a creative project that engages with the themes explored in the class and includes a digital media component. This project should be original to the course. I will show you examples of projects that fulfill the parameters of the assignment. To do this project you must have some scheduling flexibility, as it requires working with people outside of class, and perhaps in novel locations. The kinds of projects that students will do for this project will be more individual in conception and execution, and acceptance of a project idea and plan is at the discretion of Professor burrough and Starnaman.

This project will be shared with the class, either via a screening on the last day of class or during the final exam period.

Written Component (25 points)

Each student completing this project will write a reflection of at least 300 words about the project and how it relates to themes in the course. It may reference influences, particularly those from the course. Unique to this project will be a discussion of the multi-modal quality of it. This reflection

should be organized, focused, use examples from the text and/or performance, and free of errors in grammar, syntax, etc.

Research Project Grading Breakdown - 200 points total

Part I:

Annotated Bibliography assignment for “The Social Construction of Freaks,” Robert Bogdan. (.pdf via eLearning)			15 points
MLA style bibliographic entry of Bogdan article followed by annotation.			
Grading:	Quality of annotation	10 points	
	Formatting (MLA)	5 points	

Part II:

Preliminary Research Proposal (200-300 words)			25 points
Grading:	Delineation of topic	15 points	
	Identification of key issues	10 points	
	Not meeting assignment requirements	-5 points	
Preliminary Bibliography (1-3 primary sources, 12-15 scholarly secondary sources, MLA format)			10 points
Grading:	Relevant bibliographic sources	5 points	
	Formatting of bibliographic sources (MLA)	5 points	

Part III:

Final Project: Research Statement (500-1250 words)			75 points
Grading:	Clarity of focus	20 points	
	Use of sources	25 points	
	Presentation of possible research questions	25 points	
	Formatting	5 points	
Final Project: Annotated Bibliography (1-3 primary sources, 8-10 scholarly secondary sources, MLA format)			75 points
Grading:	Relevant bibliographic sources	30 points	
	Quality of annotations	30 points	
	Formatting of bibliographic sources (MLA)	15 points	
	Formatting	10 points	

Research Project Description

Part I:**Annotated bibliography entry assignment**

Everyone will submit a sample annotation for “The Social Construction of Freaks” by Robert Bogdan via eLearning. Please see the handout on eLearning about how to do an annotated bibliography entry—it is very helpful. I will bring in exemplars of an annotation for the Bogdan article for review in the following week’s class.

The purpose of this assignment is to practice the skill of reading an article carefully, selecting the most important aspects of the article, and crafting an annotation. It is an early opportunity to practice MLA formatting. You will get feedback, both written and in the form of a number grade, early in the semester for a skill that will be vital to your final project.

Part II:**Preliminary Research Proposal (200-300 words)**

Purposes of a Paper Proposal

- To explore your specific interests within the framework of the course as a whole
- To give you a goal that will initiate the first stages of research
- To force you to find a few sources, read them, and identify that there is a relevant scholarly discussion related to the topic that interests you
- To focus your thoughts about a topic after doing your first round of research
- To craft a succinct document that conveys your intentions to me for the sake of getting useful feedback

****Come to my Office Hours or make an appointment with me to discuss possible topics and sources. I am happy to help. Investing a lot of time earlier in the process can pay off later in the project, because doing research and thinking through ideas and arguments is quite time consuming. This project cannot be rushed and be done well.**

Structure of Preliminary Research Proposal

I. Topic—The General and the Specific (2 sentences to 1/2 well-developed paragraph)

You should begin with a direct description of the topic.

Then you are placing the specific focus of your paper within the larger discussion from our course. Your thesis. A sentence or two in which you state your basic argument or major claim.

II. Background and Research (1/2 to 2 well-developed paragraphs)

Define the key terms or established understandings about the literature or time period that you will be building upon.

What has someone else written about this topic?

Explain how you are disagreeing with, expanding on, re-appropriating for your own benefit, or riffing on an established idea or academic argument.

III. Nuts and Bolts (1/2 to 1 well-developed paragraphs & perhaps a simple outline)

Identify what part(s) of the primary source text(s) you will be using as the fodder for your analysis. Briefly identify the scene(s), the relationship(s), the character(s), poem(s) that will be used.

Explain succinctly why this example is appropriate for your analysis.

If you are analyzing marriage in two stories like “The Yellow Wallpaper” and *The Awakening* make sure that your examples are generally parallel. For instance, use examples of the description of characters’ relationships from each texts (not a relationship between two characters in *The Awakening*, but the physical description of a character in “The Yellow Wallpaper.”)

You may wish to include a prospective outline for the structure of your paper. To do so you will need to think about how to structure your analysis/argument. For instance, what sub-claims need to be established before you can move on to your larger claim.

Preliminary Bibliography - 14 sources minimum

Purposes of a Preliminary Bibliography

- To encourage you to read broadly.

- To give you an opportunity to do your first set of research for your project—as you move forward toward your developed project you will find that some sources are not helpful and you will add new sources that you find. I expect this will be a document that will change over time.
- To offer the first set of perimeters of the texts that will be used for the project.
- To organize your sources before you begin to invest a lot of time reading them and making careful distinctions about what will be useful and what will not.
- To give you a chance to check with me that you have chosen appropriate sources—that they are related to your topic, scholarly, the appropriate kind of source (i.e. an article in a scholarly journal instead of a book review from a scholarly journal), etc.

Structure of Preliminary Bibliography

There may be some individual differences, based upon your project. If your project requires different perimeters we will discuss that on a case-by-case basis.

- Title: Bibliography. Centered on page.
- Include 1-3 primary sources, 8-10 scholarly secondary sources
- Alphabetize all entries
- MLA formatting guidelines

Part III:

Annotated Bibliography - 11 sources minimum. See more detailed resource materials on eLearning.

Doing the work necessary for the annotated bibliography (i.e. researching, reading, thinking, summarizing, etc.) generally precedes the later parts of writing the paper proposal.

Read broadly, though not necessarily very closely the first time. First time through you just need to know if the text you are looking at is appropriate to your project. Second, third, fourth . . . time through you already know that the article or book chapter is pertinent to your project, so *identify* and *paraphrase* the main argument and the part of the argument that is relevant to your project. Then

Choose a few appropriate texts. Secondary texts may have many uses. For instance:

- It may make a useful assertion about the primary text or author.
- It may be support for one of your sub-claims.
- It may define a key term necessary for your argument.
- It may make an assertion that you are arguing against

Format your bibliography in MLA style. You can find lots of examples of how to do this in handbooks or on the internet.

Under each heading insert a short paragraph that includes the following:

- Summary of the main argument of the book chapter or journal article in a few sentences.
- Description of how the text supports your argument

***See more detailed resource materials that I have provided on eLearning and in the handout.

Final Project: Research Statement (500-1250 words)

Your final statement is not long, but should be very well written. Bear in mind that this short statement is the justification and plan for a scholarly paper that could be from 20 to 45 pages.

I expect that in preparation for this statement that you will write many drafts of a proposal. These drafts may be much longer than your final statement, because you are working through your ideas in the early versions.

Please come and speak to me about your topic. Bring your drafts to Office Hours or to an appointment for feedback.

To write this you must be very clear about the argument you will be making and how you will be using your primary and secondary sources.

In class, I will provide more in-depth material and examples about how a research proposal of this length, which is created in conjunction with your Annotated Bibliography, should be written.