COURSE SYLLABUS

HONS 339         Fall 2011
Body, Flesh, Subject

Catalog Description:
Prerequisite: acceptance to the University Honors Program, or consent of instructor. This course analyzes emerging political and ethical considerations of the body – how we care for and how we interpret the body – in contemporary visual culture. We consider how technology has intervened on our understanding of the ‘natural’ body and subsequent influences on our construction of self and other. (Offered as needed) 3 credits.

Course Objectives:
Upon completion of this course, students should be able to:
• Interpret the body as a social construction
• Identify and discuss key areas of technological development that have contributed to the problematic of the body in contemporary culture
• Evaluate significant areas of art and science that focus on the relationship of ethics and politics toward the body and culture
• Critique relevant scholarship on the topics involving technology, body, art and performance

Content:
Body, Flesh, Subject contributes to an insight into the major theoretical approaches to understanding the body as it is represented and discussed within visual culture (various media, cinema, television, etc.) and the subsequent application to texts and practices. It has relevance for students in most programs; it provides the knowledge and skills necessary for further study in cinema, media, culture, and for a wide range of career paths. It contributes to the developments of the graduate attributes of professionalism, community responsiveness and scholarship.

Course topics include:
• Technology and the body
• Visual digital culture
• New media art
• Bio art and transgenic art
• Materiality and embodiment
• Body ethics and politics
• Reading may include the work of Michel Foucault, N. Katherine Hayles, Eugene Thacker, Steve Kurtz, Kate O’Riordan, David Rodowick and Julia Kristeva.

Current Required Texts:
Selected Chapters and Articles will be used instead of a single textbook.

Instructioinal strategies:

Students will be exposed to a range of strategies including:
• Seminars and small group teaching.
• Visual presentations using PowerPoint and short clips from cinema, video art, screen shots. Some internet will be used.
• Oral Presentation (part of graduated research project discussion) graded
• Class Debate
• Written assignments: (all graded)
  o Prezi (technological - typed)
  o Graduated Research Project Discussion (also part of oral presentation)
  o Research Paper

Methods of Evaluation:

1. Prezi
   Due: Week 7 end of Module 1.
   Points: 150

Course learning objectives 1 and 2 are applied to this assignment.

You will create a prezi on one of the following topics and relate it to our discussions on body/flesh/subject.

Topics include:
• embodiment
• performance
• abjection
• memory
• ethics
• politics

2. Graduated Research Project Discussion (3 parts)

Course learning objectives 2 and 3 are applied to this assignment.

This assignment forms the basis of your final research paper. The aim of this mode of assessment is to open up a dialogue about researching a topic - how to choose a topic,
how to plan and prepare - sometimes change your mind - about your research topic. It is formed of three parts.

Part 1: Oral Presentation of the Abstract.
Due: Week 4
Points: 200
At this point, it is perfectly ok and expected to be broad in your topic. The key elements need to focus on the topic points you wish to write out in your final paper - areas of exploration if you like. This may include (but are not limited to): body and culture; ethics and politics; visual culture (this is the area where you should select your case study from).

You will verbally present your abstract, explaining why you are choosing the topic, what references you think will be of use and why. It should be no longer than 10 minutes.

Write up your abstract and make copies for your group to pass out. These will form the basis for Part 2.

Part 2: Response to Abstract
Due: Week 8
Points: 200
Length: 1 page or so of bullet points.

Course Learning Objectives 3 and 4 are applied to this assignment.

In your group, you will discuss each other’s project and offer feedback. Feedback must include scholarly references that you think would be of relevance and interest. You must show familiarity with each other’s abstract through your suggestions, comments and examples of other case studies and/or artworks. Each group will talk together during week 8, spending time workshoping their ideas and preparations.

Come to class with 1 page of feedback points for each group member. Please me 1 copy for the respective student and 1 for me.

Part 3: Reflexive written statement.
Due: Week 10
Points: 200
Length: 2 pages

Course Learning Objectives 2 and 3 are applied to this assignment.

This final statement should be a reflexive written paper commenting on the process and feedback you received. It is as though you were standing back and evaluating the process, your project’s development and the outcome, from a topographical perspective (bird’s eye view). What feedback will you include? Why? Why not? Did you think this was a useful exercise? Why?
Table explaining assignment:

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<th>Student Attributes</th>
<th>Formative Incremental Stages</th>
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<td><strong>Professionalism:</strong> This second assessment offers the opportunity to develop effective critical communication skills; the ability to make decisions; work collaboratively with peer abstracts; meet the deadline for the three parts of the overall method for evaluation; and act in a collegial and respectful way.</td>
<td><strong>First part:</strong> Abstract – statement of research paper. This addresses learning objective three, allowing students to focus on their scope of inquiry and be attentive to the issue of embodiment. It requires students to select a relevant case study (addressing learning objective 2). It is an opportunity for students to set limits on their project and be aware of the importance of relativity to course material. As this is verbally presented in class, students are given focus on the content as well as the research process, not just the final submission.</td>
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<td><strong>Community Responsiveness:</strong> Students have the classroom as a forum to participate in a diverse research environment, where all members are thinking and sharing perspectives in a focused interdisciplinary context. Through offering feedback, students must be socially tolerant, ethically sensitive and politically engaged.</td>
<td><strong>Part Two:</strong> Response to Abstract Offering feedback allows students to demonstrate their familiarity with other works and projects. The feedback is necessary for critical development of individual research. The resources used and cited must be included and this engages with course learning objectives 3 and 4.</td>
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<td><strong>Scholarship:</strong> This overall method of evaluation involves critical reflection and response’ the ability to articulate concepts clearly and concisely; to develop creative approaches to cases studies; and exhibit proactive and forward thinking through reflexive conclusion.</td>
<td><strong>Part Three:</strong> Reflexive written statement illustrating consideration and implementation on feedback The final written statement requires students to write reflexively about their plan for their research paper, commenting on the process and feedback received. They must answer why and how they have incorporated the feedback into their plan.</td>
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3. Final Research Paper
Due: Week 15
Length:
Points: 250
Course Learning Objectives 1 to 4 are applied to this assignment.

This is the writing up of your research, the formal analytic composition of your discussions and chosen research topic. You will have spent time finessing your ideas, compiling your research (bibliography, references etc.), getting feedback - now it is time to put it into prose!

Sample questions will be discussed in class. They will be similar to:
How do technologies shift the status between body/flesh/subject?
Does visual culture challenge our notions of body/flesh subject?
## Grading Rubric for Research Paper

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<th>Criteria</th>
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<th>C</th>
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<td>Demonstrate comprehension on key concepts of embodiment as presented throughout coursework.</td>
<td>Creative and sophisticated analysis of weekly topics and clear comprehension of embodiment exemplified through case study examples.</td>
<td>Topics examined critically. Case study (ies) will be analyzed and theoretical justification and explanation is present.</td>
<td>Comprehension demonstrated through topics linked to example.</td>
<td>Minimal references to weekly topic. Concepts or issues may be identified but not examined.</td>
<td>Little to no engagement with course material.</td>
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<td>Apply and justify use of relevant theoretical resources to course material in order to form coherent claim.</td>
<td>References used are highly analytical and reflexive. Original and creative thought present.</td>
<td>Sources and citations used well, justified, to construct claim and interpretation of body, art, technology and/or performance.</td>
<td>Sources and citations used to construct claim, sometimes used to lead response.</td>
<td>Few sources and/or peer-reviewed citations used but not well justified.</td>
<td>No sources used. No peer-reviewed citations. General statement only.</td>
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### Chapman University Academic Integrity Policy:

The course syllabus should include the following statement:

Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university.
**Students with Disabilities Policy:**

The course syllabus should include the following statement:

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. The University, through the Center for Academic Success, will work with the appropriate faculty member who is asked to provide the accommodations for a student in determining what accommodations are suitable based on the documentation and the individual student needs. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

Prepared by: Dr Kelli Fuery

Last revised: 24th August 2011