

GAH 1051-001 Fall 2006

The Body Across Disciplines

T/TH 6-7:50pm, ROOM J-201

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Course Description:

This course will explore individual and cultural ideas of the body through various daily movement and meditation exercises as well as readings, research projects, and discussion. As an experiential and interactive class, this course requires open-mindedness and a willingness to engage. This course aims to integrate different types of knowledge—experiential, emotional, and intellectual. The course's aims include sharpening students' research, writing, and critical analysis skills.

Class Format:

This is team-taught class involving many hands-on daily class activities, including body movement (yoga, theater exercise, group movement, meditation, etc.), writing, performance, art, oral presentations, and role playing. Students will gain experience in critical thinking and writing, conducting library research, creating surveys, and expressing themselves creatively and physically. In general, we hope to integrate hands on experiential activities (movement) with academic work to introduce students to a more integrated, holistic approach to learning. To this end, we hope to include body-oriented activities throughout the semester, while also spending time looking critically at textual, cultural, and scientific assumptions about the body. Students should wear comfortable clothing and footwear to class: attire that allows freedom of movement.

Required Course Texts and Materials:

- *Autobiography of a Face*, Lucy Grealy
- Course Reader
- WebCT: If you have questions about using WebCT, consult a lab assistant or your instructors during office hours. See also:
<http://gannet.stockton.edu/cts/publish/WebCT.pdf>
- Comfortable clothing and footwear that allows freedom of movement.

Suggested Text:

- *A Writer's Reference*, 5th Edition, Diana Hacker
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Accommodation for Students with Special Needs: Stockton College complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations should contact the Learning Access Program located in the West Quad Building, Suite 110 or call 652-4988. Additional information on the program may be obtained from the Stockton web site: <http://www2.stockton.edu/wellness/lap.html>.

Academic Dishonesty: Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and risk failing the course. Other sanctions may also apply.

Course Requirements: Passing the course requires timely completion of ALL of the assignments, long and short, in-class and out-of-class. No assignments will be accepted after the last day of class.

Attendance: Daily in-class activities make attendance essential. After four absences, each additional absence will lower your final grade by 50 points. Any absences may lower your class participation grade.

Participation: Participation will include daily in-class writing, informal group and individual discussion and presentations, and small homework assignments.

Projects:

Body Journal:	400 points (100 points each)
Two Group Research Projects:	200 points (100 points each)
Participation & Homework Assignments:	200 points
Final Paper:	200 points

1000 points total

Grading Scale

100-95: A	89.9-87: B+	79.9-77: C+	69.9-67: D+
94.9-90: A-	86.9-83: B	76.9-73: C	66.9-63: D
	82.9-80: B-	72.9-70: C-	62.9-60: D-
			59.9 & below: F

Project Descriptions:

Weekly Body Journal (16 total; 1-2 typed pages each): Students will complete weekly journal assignments, which will be informal, but critical entries relating personal experiences to course materials and course exercises. We will collect the journals 4 times during the semester. Instructors will alternate evaluating the journals. The journals should be typed and kept in a folder. Each week two volunteers will read aloud to the class from their journal entry for that week. See grading rubric for more details.

Group Research Presentations (2 total; 10-minutes each; typed bibliography of sources): There will be two group research projects, one on the senses and one on difference and the body. These 10-minute presentations will introduce the class to key concepts and should incorporate visual and/or other types of presentation aides or activities. Groups will be expected to conduct scholarly research in preparation for the presentation and compile a bibliography of works cited and consulted. All group members must demonstrate an active role in the presentation. Both instructors will evaluate the presentations; the two grades will be averaged.

Final Paper (6-8 typed pages): The final paper will be an individual research paper that analyzes one of the many topics introduced in the major units of the class. Possible topics for individual papers include looking at the body and one of the following topics/contexts:

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|-------------------------|-----------------------------|
| • Cyborgs | • Pain |
| • Freak shows | • Movement & education |
| • Sport training | • Mind controlling the body |
| • Eating disorders | • Beauty |
| • Health care | • Mental disorders |
| • Sexual health | • Student body |
| • Effects of meditation | • Transgender |

Students will be divided into working groups to conduct peer reviews and complete a final group project based on their individual research. These final projects will provide the capstone project for our course and may take the form of a performance, group activity, or other creative, informative, and entertaining presentation. See grading rubric for more details.

Late Assignment Policy:

We understand that life is full of surprises and sometimes those surprises influence your coursework and your ability to complete assignments. As a community of learners, we also recognize that we have a responsibility to the group, to our instructors, and to ourselves. We understand that every action has a consequence—even when circumstance may limit our power to act. To balance individual and community needs, we have the following guidelines for late assignments.

Papers: *Papers are due at the beginning of class.* Late papers will be docked 5 percentage points per day late. So, if a B (85%) paper due on Tuesday at 6pm is passed in on Wednesday at 4:30pm, the recorded grade would be B- (80%). If it is passed in on Thursday, the paper would earn a 75%. And so on and so forth.

Any student who asks an instructor prior to the due date may receive a 2-day extension from the due date listed on the syllabus. After 2 days the late paper penalty will go into effect. No exceptions. Instructors reserve the right to limit extension requests to two per term per student.

In-Class Assignments: Many of the in-class activities, exercises, and writing assignments can only be completed during the class period. These assignments cannot usually be made up outside of class. Alternative, make-up assignments will only be offered for extraordinary cases. Missing class for regular illnesses (flu, colds, etc.) or other obligations (work, family) are not considered extraordinary. Regular, prompt attendance is key to your success in the course.

Email Policies: With 2 Instructors, we want to make sure you receive consistent feedback and instruction. Please follow the following guidelines when communicating with us outside of class:

1. Always try to visit our office hours with specific questions about course material.
 2. Have a classmate contact who can share notes and information about what you missed.
 3. Visit our office hours to discuss grades. This includes final grades. Grades should be discussed in person during office hours or other arranged meetings.
 4. Always try to turn in late assignments to the instructors personally. When this is not possible, email late assignments to your instructors using WebCT. All attachments must be MS Word. Unreadable attachments will not be considered complete.
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Course Syllabus*

Week 1: The Individual

9/5: **Introduction:** to the course, assignments, students, WebCT, and instructors. Exercises: Walking & Unique Body.

9/7: **Memory & Identity:** Exercises: New Body Meditation & Animal Self. In-class Writing: Earliest Memory.

Reading: Grealy (1-52)

Writing: Journal 1 Entry

Week 2: The Individual

9/12: **Autobiography:** Exercises: Movement. In-class Writing: Subtotals & Your Names.

Reading: Grealy (53-102); "Peanut Butter Principles" (Supplement)

9/14: **Body Issues:** Presentation by Counseling Services (6-7pm) & Discussion.

Reading: Grealy (103-139)

Writing: Journal 2 Entry

Week 3: The Individual

9/19: **Mind & Body:** Exercise: Yoga. In-class Writing: Stream of Consciousness.

Reading: Grealy (140-190)

9/21: **Intentionality:** Introduction to Group Presentation. Exercise: Tai Chi. In-class Writing: Personal Mythology.

Reading: Grealy (191-223); "Seeing"

Writing: Journals Collected (4 total; 3 on Grealy & 1 Revised In-Class Writing)

Week 4: The Individual

9/26: **Introduction to Library Research:** Meet at the Library. (Group Work Research Time.)

9/28: **Monologues:** Exercise: Authentic Movement. In-class Writing: Draft Monologues for Journal Entry.

Reading: Selections from *Vagina Monologues*

Writing: Journal 5 Entry

Week 5: The Individual

10/3: **Mapping the Body:** Exercise: Body Map.

Reading: Selected Poems.

Writing: Typed, 2-page Monologue Due. Exchange with partner.

10/5: **Group Presentation Day on the 5 Senses**

Writing: Journal 6 Entry

Week 6: The Other

10/10: **The Self & Other:** Present Monologues.

Writing: Body Map Due.

10/12: **The Concept of Other:** Complete Monologues. Exercise: Line Up by Age, Height, etc..

Reading: "Differences"

Writing: Journals Collected (4 total; 1 on Monologues reading; 1 Response to Movement Exercises; 1 on Selected Poems; 1 on "Differences")

* Course syllabus subject to changes with notice. Readings and assignments are listed on the day they are due.

Week 7: The Other

10/17: **Raced Bodies**: Introduce Writing As Other. Exercises: Line & Color Exercises.

Reading: “Fooling Our White Folk” & “Unpacking the White Backpack” (Supplement); “Race without a Face”; “Mother Tongue”

10/19: **Raced Bodies**: Discussion.

Reading: Review Tuesday’s (10/17) reading.

Writing: Journal 9 Entry

Week 8: The Other

10/24: **Gendered Bodies**: Presentation & Discussion: Intersexuality.

Reading: “Oranges and Sweet Sister Boy”; “Primacy of Gender Attributes”

10/26: **Gendered Bodies**: Discussion of Gender roles.

Reading: “Buff and Ready”; “The Clack of Tiny Sparks”

Writing: Journal 10 Entry

Week 9: The Other

10/31: Precepting Day. No classes.

11/2: **Disabled Bodies**: Exercise: What is disability?

Reading: Excerptions from *The Motion of Light in Water*, *Exile and Pride*, and from *Motherless Brooklyn*

Writing: **Journals Collected** (4 total; 3 on weeks 7-9’s reading assignments; 1 Writing As Other)

Week 10: The Other

11/7: *Presentation Work Day*.

11/9: **Group Presentation Day on Difference and the Body**

Writing: Journal 13 Entry

Week 11: The Community

11/14: **Global Community**: Exercise: Group Role Playing. Representing the Global Community Exercise. Final Paper Overview.

Reading: Begin Reading Selections from *Bowling Alone*

11/16: **American Community**: Thesis Statement Overview. In-class Writing: Your Strongest Community. Introduce Small Group Homework Assignment for Tuesday.

Reading: Selections from *Bowling Alone*

Writing: Journal 14

Week 12: The Community

11/21: **Stockton Community**: Student Share Observations and Surveys about Stockton’s Community. Exercise: Group Machine.

Writing: Journal 15—Arguable, provable thesis statement (typed)

11/23: No classes. Thanksgiving Holiday.

Week 13: The Community

11/28: **Final Paper Workshop**. Bring copies of your paper (at least 4 typed pages) for each member of your group.

11/30: *Classroom Community*: Discussion about Academic and Social Environments. Arm Link Tag Exercise. Assessment Survey.

Reading: “The Liberation of Rome”

Writing: Journals Due (4 total; 1 per week 10-13)

Week 14: The Community

12/5: In class group work day.

Writing: Final Papers Due!

12/7: ***Catch Up Day***: Student Request Day. Exercise: Group Sound.

Week 15: The Community

12/12: Student Performance/Activity Day

12/14: Student Performance/Activity Day

How to Write a *Critical and Reflective* Journal Entry

The journal entries for this course should exhibit a critical reflection on a course issue, reading, speaker, or discussion. If you are unfamiliar with this type of writing these prompts may help you.

Prompt A: Write a Critical, Reflective Reaction Paper Based Upon a Feeling

Consider the text about which you will write: how do you *feel*? Focus on articulating a specific feeling, a particular, precise emotion that this text, passage, or issue within the text brings up for you. What is the possible range of emotions? Why might readers respond with curiosity, anxiety, interest, fear, anger, confusion, boredom, disinterest, resentment, shame, or any other feeling that was evoked or could be evoked by the reading or discussion? Keep in mind that your feeling may not represent the only possible reaction to this text. Look both within and outside yourself.

When you have identified your emotion try to locate its source or cause. Why do you think you have this feeling about the issue/passage/text? Try to identify the source as precisely as you can. Use specific passages from the text or examples from discussion to support your analysis.

Prompt B: Write a Critical, Reflective Reaction Paper Based Upon Intellect

Now that you've identified your emotional response, what do you think? On a cognitive level, what do you *think* and *know* about the text, passage, or issue raised in class discussion? This line of inquiry relies less on emotion and more on intellect. What do you believe, perceive, understand, remember, and connect to? What knowledge is most relevant or important for understanding this passage or text? How important do you perceive this issue to be, why and to whom? Is it important personally or generally, nationally or regionally?

When you have identified a key issue or question that the text raises, consider: What skills do you have that will help you interpret this text/issue/question? What information do you have that you think connects to this issue or novel? What things do you not understand clearly? Do you have historical perspectives that are associated? Are your current perspectives different from the ones you had previously? Did you have misconceptions about this issue/novel/character/etc.? If so, what were they? What additional information would you like to have? You could do some further research and read additional sources on your topic for your reflection to incorporate other perspectives.

Some journal entries will focus primarily on Prompt A, others Prompt B. All journals should begin with a clear focus. We strongly suggest that you place your thesis or argument focus in the first paragraph. Remember you need to write at least one journal entry of 1-2 typed pages each week. Please include a title, your name, your instructors' names, the course name, and the date. Finally, don't forget to proofread your paper before printing and submitting it to your instructors.

When you put the answers to the above questions and others of a similar nature together in a coherent fluid paper, you have a journal entry that is reflective and critical. Happy writing!

Journal Grading Rubric

Aspect	Beginning	Developing	Accomplished	Exemplary
Feeling	Identifies some feeling(s)	Identifies feeling(s) and speculates about the cause of it	Identifies feeling(s) & has a reasonable hypothesis about its origins	Identifies feeling(s), has a clear and supported hypothesis about its origins, development, and connection to course
Intellectual – knowledge and thoughts	Knew little and had not thought about the topic	Comments on prior knowledge and interests in a global way—no specific related experiences/textual references	Describes prior knowledge and interests in specific terms; relates topic to text	Outlines prior knowledge, impressions, and misconceptions. Uses relevant skills, course knowledge, and specific quotations from the text
Importance/ Significance	Has no idea of any importance to the topic	Describes some importance to a discrete group of individuals	Describes importance to immediate and extended groups	Describes local and wider importance. Some explanation of why the topic or issue is important to more than the immediate group
Additional Information	No further information sought or desired	Identifies possible additional sources but does not consult them	Refers to other sources of information but does not integrate them into the paper	Consulted other sources and integrated the information in the reaction paper
Writing	Sloppy report with numerous grammatical and punctuation errors; might not cover all required topics	Sloppy report but few errors; sometimes less than 1 typed page; covers all required topics.	Neat report: one or two errors; always 1-2 typed pages	Error free, well written report; follows MLA citation guidelines

Final Paper Evaluation Sheet

Final Grade: _____

Name: _____

Paper Evaluation: _____

Criterion	Superior	Good	Average	Below Average	Poor
Assignment Guidelines Followed					
The essay effectively meets the needs of the assignment description and establishes the writer’s stance, attention to audience, purpose for writing, and sensitivity to context.					
The writer appeals to his/her audience.					
Thesis/Topic/Argument:					
The topic itself is clearly defined, focused, and supported.					
The essay has a clear thesis that is supported with specific (and appropriate) evidence, examples, and details.					
Any outside sources of information are used carefully and cited appropriately (MLA).					
The valid reasoning within the essay demonstrates good judgment and an awareness of the topic’s complexities.					
Organization:					
The organization—chronological, spatial, or emphatic—is appropriate for the purpose and subject of the essay.					
The introduction establishes a context, purpose, and audience for writing and contains a focused thesis statement.					
The following paragraphs are controlled by (explicit or implicit) topic sentences; they are well developed; and they progress logically from what precedes them. (If appropriate, headings and subheadings are used.)					
The conclusion moves beyond a mere restatement of the introduction, offering implications for or the significance of the topic.					
Style:					
The prose is clear, readable, and sometimes memorable.					
It contains few surface errors, none of which seriously undermines the overall effectiveness of the paper for educated readers.					
It demonstrates fluency in stylistic flourishes (subordination, variation of sentence and paragraph lengths, interesting vocabulary).					

