

HCOL 185: Body, Earth & Identity

Fall 2019/3 credit hours

Semester Meeting Time & Place:

Tuesdays & Thursdays, 2:50-4:05
University Heights North 016

Instructor Information:

Instructor name: Kelly Clark/Keefe
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Office Hours: Fridays, 10:30-12:30, by appointment. Please schedule an appointment to meet with me at the following link: <http://go.uvm.edu/fall2019signup>



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What this class is about:



Welcome! This course is an introduction to the field of *Body Studies*. Body studies is an academic field of inquiry that places experiences of the human body and its relationship to the social, cultural as well as ecological or “material” world at the center of analysis. Key topics and class assignments focus on investigating how power, privilege, social structures (such as schooling), and politics play an important role in the views, uses, and experiences of the body. Explorations extend these considerations of how the world “acts-upon” bodies to also consider how bodies are active agents in *making* worlds; how the human capacity for memory, creativity, and imagination has shaped—sometimes radically—the social and ecological landscape.



Following the multi-disciplinary nature of the body studies field, this seminar will start off by exploring the social, cultural and ecological body by borrowing analytical or “thinking” tools from a number of traditional disciplines (e.g., anthropology, critical cultural studies, feminism, ecology, psychology and sociology). Our exploration will become increasingly *interdisciplinary*, meaning we will engage across schools of thought, creating a new mix of ideas about the body by integrating rather than compartmentalizing knowledge into discreet disciplines. This will help us puzzle through a variety of intriguing questions which lie at the heart of the body studies field, including, for example: *In what ways do*

different beliefs about how our body's connections to the natural world influence rituals about birth, illness, healing and death? How does art, social media and other aspects of popular culture both implicate and create our experience of having a body? What can an exploration of the intersections between bodies, the planet, and personal identity help us better understand about power, oppression, or public health?

Learning Objectives:



As an active member of the learning community, you will have the opportunity to:

- Develop an applied understanding of several key ideas and theories in the broad field of body studies, including: the social construction of bodies and embodiment (e.g., the body as racialized, medicalized, gendered, etc.); the relationship of human bodies to land, place, and nonhuman life; and historical understandings of the body's role in thinking and communicating knowledge;
- Demonstrate an ability to hold multiple, sometimes competing perspectives about how the biological, social, and ecological body are interpreted across a range of cultural and intellectual lines of study and practice;
- Become knowledgeable about and acquire practice in reviewing and describing strengths and limitations of research reports that examine the body from, for example, a biomedical perspective compared to a social perspective compared to an experiential perspective, and so on;
- Gain introductory knowledge about and practice in social research methods, including reading empirical studies critically, conducting observations and field note taking; and/or conducting interviews related to course-related themes of personal interest;
- Develop an appreciation for hands-on, arts-informed and experiential knowledge production gained from inquiring individually and collectively into social, personal and natural worlds through the foregrounding of body narratives; stories that come from listening, thinking and writing, and expressing through artistic form;
- Express in written and other communicative forms the ways in which bodies engage in the complex integrative process of leading a physically, socially, ecologically and psychically-engaged life.

Course format:



Supporting the premise that bodies are not simply passive containers for thought but are also active producers of tacit and embodied knowledge, the format for this seminar will integrate thinking with doing. With this in mind (and body), learning will be supported by readings, discussions, event attendance, film and other digital content, as well as hands-on creative “makerspace” activities. We will make use of our course Blackboard (Bb) site,

mainly as a repository for supplementary readings. Occasionally, I will ask students to engage in use of our Bb Discussion Board feature and/or to post materials for peer review.

Required Books:

- Demello, M. (2014). *Body Studies: An Introduction*. New York, NY: Routledge. **ISBN-13:** 978-0415699303 (paperback)
- Olsen, A. (2002). *Body and Earth: An Experiential Guide*. Lebanon, NH: University of New England Press. **ISBN-13:** 978-1584650102

Additional Required Readings (posted on Blackboard)

- Several journal articles and chapters from a variety of sources are available by following the **Course Materials** link on our Blackboard site (exceptions are noted on our Weekly Schedule, located at the end of this syllabus). Note that many of our supplementary articles are from the premiere journal for the field of body studies, linked here for you to explore on your own [Body & Society](#).

General Course Responsibilities

Given the active, participatory nature of this course, it is vital that we all understand our collective responsibilities.



First, all of us will come to class prepared. This means that you will be responsible for completing the readings and reflecting upon them. Writing, in-class and out-of-class activities, as well as class participation will be geared toward helping you do this. I would like each of you to keep a **Bodies, Earth and Identity course journal**; a place where you can capture notes of particular interest, curiosities, frustrations, new “ah-ha’s!”, and questions. You can organize your journal however you would like. Make it portable and plan to bring it with you to class. I will not collect these, but will occasionally ask you to refer to them to help generate class discussions. During our second class session, I will introduce **Andrea Olsen’s series of 7 web-based somatic excursions**. We will experiment collectively with a couple of these excursions. I highly encourage students to explore the others and to use your journal as a place to reflect on this rigorous form of knowledge! Again, while I do not plan to collect and therefore issue a grade for journaling, I do see it as an important part of your ability to be truly present with readings and participatory in-class and away-from-class learning. This responsibility, like others noted below, are collectively what constitutes course participation, which is assessed for the purposes of grading (see #1 in the next, Specific Expectations section, for more detail).



Second, it is everyone's responsibility to take leadership for class discussions and learning. Everyone's involvement is critical to shaping the kind of class dialogue that will enrich learning for all of us. Your individual responsibility is embedded in your actions as a class member: work to really listen to each other by responding to, building on, and helping to develop the ideas of others, as well as your own. Pay attention to the other students in the class, and if you can tell that someone has something to say please give them the space to do so. Direct your comments to other students and not just the instructor. Also, try not to assume that silences are unproductive. Some learners process and respond to information and ideas quickly, while others prefer some time to think, pausing before formulating responses. It is critical for all of us, including the instructor, to be responsible for creating a learning environment that is inclusive, dynamic, and supportive of learning for all.

If you are feeling that some aspect of the learning environment does not feel inclusive or supportive, I encourage you to speak up during class so that, as a community, we have an opportunity to shift the climate or patterns of behavior toward inclusivity, care and respect. If raising concerns during class is for whatever reason too difficult, please be in touch with me as soon as possible so that we can schedule a time to talk in-person, discuss the concerns, and work together on a plan to satisfactorily address the issues directly. If, after talking, either or both of us feel that circumstances of a challenging or unsupportive class climate warrant the attention of a university professional outside of our learning community, we can talk about this too, helping each other be clear about types of support needed and protocols for accessing that support. If you are not already aware, please note that there are several university policies and procedures in place at UVM aimed at promoting the health, wellbeing and safety of all community members. Beginning on page 8 of this syllabus, you will find statements related to these policies and links where you can obtain further information.



Third, our collective learning experience requires that each of you engage in rigorous, critical thinking and that you reflect care, clarity, and thoughtfulness in presenting your ideas. Critical thinking is not necessarily finding faults in arguments or disagreeing with everything. Critical thinking links ideas, raises questions, exposes assumptions or underlying beliefs (your own and others'), and creatively applies abstract ideas to concrete life situations, social issues, and political debates. Your reading journal will be a good place to sort out preliminary thoughts, feelings, or reactions before bringing those ideas to the more public platform of our class. As noted above, if the climate of the learning community feels non-inclusive or unsupportive of your efforts to think and engage critically, let's talk, either as a group or privately to understand and try to address the concerns.



Fourth, aspiring to create a collaborative learning community in which people of all identities are encouraged to contribute their perspectives to academic discourse is everyone's responsibility. General adherence to gender-inclusive guidelines helps to foster an open, inclusive and affirming environment, strengthens academic writing, promotes and enriches discussion, and reflects best critical thinking practices.

As we will explore through class readings and activities, language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Using gender-inclusive/non-sexist language means not using gender-exclusive language, replacing terms such as 'mankind' with 'humankind' or 'freshman' with 'first-year student'. Gender inclusive/non-sexist language also acknowledges people of any gender, affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. At the opening of class, I will invite all students to share their pronouns and names. These gender identities and gender expressions should be honored.



Fifth, I would like to offer a course content warning: HCOL 185 Body, Earth and Identity course readings, classroom discussions, activities and assignments will often focus on sensitive and potentially challenging topics. Readings and classroom interactions might trigger strong feelings—frustration, anxiety, confusion, anger, excitement, humor, and perhaps even tedium. We are likely to experience ourselves or witness others having emotional responses to the readings. Because all will have had various levels of exposure to the kinds of topics our readings address, some of us will have emotional responses to our *peers'* understanding of the readings. All of us should feel responsible for creating a space that is both intellectually rigorous and respectful (even when you strongly disagree). Being respectful does not necessarily mean being quiet or adhering to an arbitrary (and potentially bias) set of rules for proper communication. Above all, work to be mindful of the ways that our identities position us in the classroom.

As noted above, I expect everyone to come to class prepared to discuss the readings. If you are struggling with engaging certain course materials, consider the following suggestion: *read our weekly schedule carefully so that you have time to consider your emotions in advance.* You can approach me ahead of time if you'd like more information or want to seek clarification about a topic or reading. If you think a particular reading or topic might be especially difficult or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed. If you do need to leave, you are still responsible for the work you miss. If you are struggling to keep up with the work because the course content is too unsettling, please speak with me and/or seek help from the counseling center or other appropriate student services office. Once again, if the climate of our classroom community feels non-inclusive or unsupportive of your efforts to engage with course materials, raise your concerns to the group or bring your concerns to me privately so that we can create a plan to address the classroom-based concerns.



Sixth, a note about confidentiality. Course participants and the instructor must agree to contribute to a trusting, collaborative community that supports and enriches openness and the free-flow of ideas, perspectives, questions and concerns. This is particularly important in classes like this one that often deals with sensitive topics and *encourages* dialogue about participants' current personal lives. Confidentiality with respect to personal information shared by class participants should be upheld at all times and not be discussed outside of class. The nature and agreement regarding confidentiality will be discussed in the first class. If you have any concern about whether something is or isn't confidential – or want to remind all that a particular issue is confidential – please raise that issue with the class so that we are all have a chance to collectively review our agreement regarding confidentiality.



Seventh, you need to take responsibility for yourself. It is reasonable to assume that a body studies course will present readings and learning opportunities that may challenge beliefs and assumptions you may not have questioned before. Readings and class activities will deal with issues such as race, gender, sexuality, body modification, birth, death, climate change, and other topics in an academic rather than a familial, religious, or otherwise highly personal context. Take stock early-on of your personal comfort level reading, writing about, and discussing these issues in this academic context and use your journal to reflect on how this may be shifting over time. If at any point you would like to discuss this aspect of your responsibility with me or a professional support person, please do not hesitate to contact me.



Finally, given the interactive nature of the course and my expectations of each student's role, absence from any given class can adversely affect your grade by causing you to miss such things as a video, discussion, in-class assignment, or group work. If you miss class, remember that it is your responsibility to find out any material missed as well as announcements, including schedule changes from one of your peers. It is not feasible for me to reiterate class discussions or recreate activities for individual students who miss class, so please do not send me an email asking "so what did I miss? Or is there something I can do to make up for missing class?" I certainly can make concessions for students who have true emergencies or experience significant illness. In general, however, you will need to accept responsibility for being absent. In fairness to your classmates who do attend class, missing class, regardless of the reason, will result in losing points for class participation (see below).

Specific Expectations, Assignments and Grading

UVM Undergraduate Writing Center

Please keep in mind that for assignments requiring writing (in this or *any* course), UVM has an array of services offered through the Undergraduate Writing Center. For support and feedback at any point in the writing process, you can consult with a tutor at the Writing Center. To make an appointment online go to www.uvm.edu/tutor. For more information about the Writing Center, including a list of tutors and their areas of focus, see www.uvm.edu/writingcenter. You can even request that the tutor send me a copy of the session lognote recording your visit.

Due dates for written assignments described below are noted on our Weekly Schedule, located at the end of this syllabus.

- 1. Class attendance & participation: worth 20 points.** The class will involve discussion, videos, student presentations, brief and extended writings, and creative activities. Your attendance and participation is very important to the learning community and to your own success as a student. Demonstrating presence and participation can take many, many forms, including evidence of your taking responsibility for the forms of engagement noted above. While I will not generate a strict 'rubric' for assessing points for participation, if you are ever curious about how your involvement is being perceived and evaluated by me, please ask to speak with me and we can discuss. Similarly, I will ask to speak with you if I feel your participation is falling far short of expectations. Absences will result in a reduction of your final attendance/participation grade. More than two missed classes will reduce your grade by 10%. Each absence after will result in another 5% reduction. Tardiness, leaving class early, or not involving yourself in class discussions and activities can, at the discretion of the professor, also cause a reduction in your final grade.
- 2. Analytic Memos: worth 10 points (total).** Over the first half of the semester, you will write two (5 points each), **2-3 page memos** in response to readings and activities. **Guidelines for this assignment will be provided.**
- 3. Zine Team Production and Presentation: worth 35 points.** Students will engage collaboratively in the planning and production of a *zine*, the theme of which will be related to a team-agreed upon aspect of the course content. We will talk about what zines are and how they can be made together in class. Those curious enough to want to know more in advance can find a robust description of the knowledge-sharing genre on [Barnard College's Zine Library website](#). Zine Teams will plan and execute a class exhibition, including brief oral presentations of each zine by team members focused on the knowledge/ideas the zine explores as well as the experiential and relational knowledge gained through the group's hands-on making practices required to produce the zine. Evaluation will take into consideration group and individual effort on the planning, research, production and

presentation of the course product. You will have some in-class time to work on your zine and plan these presentations, but probably not enough to be truly effective and therefore can expect to have to do some work together outside of class. **More information about and guidelines for this assignment will be provided.**

- 4. Final Body Studies Research Paper: worth 35 points (total).** As the semester progresses, you will conduct independent research on a course-related topic and question of your choosing and write a **10-12 page final paper**. Questions ripe for inquiry can spring from many places, including for example, your mini essays, course journaling, readings, class discussions, or your zine team experience. Data for responding to your question can include insights gained from reviewing course assigned and additional relevant scholarship, conducting informal field-based inquiry (observations of artifacts, websites, or public behavior; and/or an informational interview), and recording insights gained through instructor-guided and self-guided [somatic excursions](#). Some in-class time will be devoted to instructor guidance on these different knowledge-production practices. Additionally, the completion of this final product will be in stages. Each of these stages are considered a vital component in you navigating the final paper successfully, and therefore each carry some of the weight for your final grade on your paper. Accordingly, you will develop a research paper proposal worth 5 points that will be due a few weeks into the semester (see schedule). Later, you will complete a “rough draft” of your paper, which will be worth an additional 5 points. Your final paper, worth 20 points, will be due the day of our scheduled final exam (see schedule). Class sessions during the end of the semester will be set aside for students to formally present their project findings to course participants. **We will discuss this assignment in more detail during class.**

Point Values for Graded Work

ATTENDANCE & PARTICIPATION	20 total points possible
ANALYTIC MEMOS	10 total points possible
<ul style="list-style-type: none"> • 1st Analytic Memo: 5 points possible • 2nd Analytic Memo: 5 points possible 	
ZINE TEAM PRODUCTION & PRESENTATION	35 total points possible
FINAL BODIES STUDIES RESEARCH PAPER	35 total points possible
<ul style="list-style-type: none"> • Final Paper PROPOSAL: 5 points possible • Rough Draft of Final Paper: 5 points possible 	
TOTAL POSSIBLE POINTS for COURSE	100

Point Values Translation to Final Letter Grade Equivalents

95-100 points = A
90-94 points = A-
87-89 points = B+
83-86 points = B
80-82 points = B-
77-79 points = C+
73-76 points = C
70-72 points = C-
67-69 points = D+
63-66 points = D
60-62 points = D-
59 points or below = F

Process for Submitting Course Products

Electronic grading assists me in maintaining a record of your writing in order to track improvement and provide comments that are easier for you to read. To help things run as smoothly as possible, please adhere to the following process when submitting your work:

1. All documents must be saved as a Word document (.docx), using the following naming protocol to help me keep-track of your work: Your Last Name_Assignment Name.docx. I will give you the assignment name in class. For example: Keefe_MiniEssay1.docx

If you are submitting the first version of a multiple-draft assignment, please mark it as Draft1, following the assignment name. For example: Keefe_BodyStudiesResearchPaperDraft1.docx

2. Please submit all written work to me using UVM's file transfer service (rather than email). The file transfer address is: <https://filetransfer.uvm.edu> . For ease of reference, my email is: kclarkke@uvm.edu . You will receive an automatic confirmation email from the system when I have downloaded your paper.

3. It is your responsibility to ensure that the documents you send are ones that I can open. I will consider any corrupted files that I receive as not having met the deadline and will grade the paper as late.

University Policies, Course Policies & Accommodations

Communication

I will communicate much of the logistics of the course electronically using Blackboard and/or **UVM** email. Each student will need a fully functioning email address on the UVM server.

Inclement Weather

We will follow the university's schedule for the cancellation of classes due to inclement weather. Please be sure to use your UVM email account as the default for communication related to this course.

Statement about Alcohol and Cannabis Use in the Academic Environment

The UVM Division of Student Affairs has recommended that faculty include the following statement on alcohol and cannabis use in their syllabus:


Statement on Alcohol and Cannabis in the Academic Environment

As a faculty member, I want you to get the most you can out of this course. You play a crucial role in your education and in your readiness to learn and fully engage with the course material. It is important to note that alcohol and cannabis have no place in an academic environment. They can seriously impair your ability to learn and retain information not only in the moment you may be using, but up to 48 hours or more afterwards. In addition, alcohol and cannabis can:

- Cause issues with attention, memory and concentration
- Negatively impact the quality of how information is processed and ultimately stored
- Affect sleep patterns, which interferes with long-term memory formation

It is my expectation that you will do everything you can to optimize your learning and to fully participate in this course.

Student Learning Accommodations:

In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact SAS, the office of Disability Services on campus. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly encouraged to meet with their faculty to discuss the accommodations they plan to use in each course. A student's accommodation letter lists those accommodations that will not be implemented until the student meets with their faculty to create a plan. Contact SAS: A170 Living/Learning Center: [802-656-7753](tel:802-656-7753) .

Contact Student Accessibility Services (SAS):

A170 Living/Learning Center

[802-656-7753](tel:802-656-7753)

access@uvm.edu

https://www.uvm.edu/academicsuccess/student_accessibility_services

UVM's policy on disability certification and student support:

<https://www.uvm.edu/policies/student/disability.pdf>

Religious Holidays:

Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time.

Academic Integrity:

It is important that all members are committed to academic honesty. Offenses against academic honesty are viewed as those behaviors or acts that would have the effect of unfairly enhancing one's academic standing within the community of learners and includes both students and faculty. Each student is responsible for knowing and observing the University's Academic Integrity Code, which can be viewed in its entirety at the following link:

<https://www.uvm.edu/policies/student/acadintegrity.pdf>

The policy addresses plagiarism, fabrication, collusion, and cheating.

General Information about UVM Grading:

For information on grading and GPA calculation, go to the Registrar's page on grading. <https://www.uvm.edu/registrar/grades> (opens new tab).

Grade Appeals:

If you would like to contest a grade, please follow the procedures outlined in this policy:

<https://www.uvm.edu/policies/student/gradeappeals.pdf>

Code of Student Rights and Responsibilities:

Please familiarize yourself with the University's policies regarding student's rights and responsibilities. Information and policy statements can be found at the following link:

<https://www.uvm.edu/policies/student/studentcode.pdf>

FERPA Rights Disclosure:

The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974. <https://www.uvm.edu/policies/student/ferpa.pdf>

Promoting Health & Safety:

The University of Vermont's number one priority is to support a healthy and safe community. It may be helpful for you to familiarize yourself with the following campus resources:

Center for Health and Wellbeing

There are a number of supportive services available to students at the University's Center for Health and Wellbeing. Follow this link to explore what may be of benefit to you: <https://www.uvm.edu/health>

Counseling & Psychiatry Services (CAPS)

To contact CAPS for an appointment, call phone: (802) 656-3340

If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at <https://www.uvm.edu/deanofstudents>.
Counseling and Psychiatry Services: <https://www.uvm.edu/health/CAPS>

Final exam policy:

The University final exam policy outlines expectations during final exams and explains timing and process of examination period. Ours will not be a seated exam. Instead, we will use our exam period's end-time as the due date/time for your final paper to be submitted to me. NOTE: <https://catalogue.uvm.edu/undergraduate/academicinfo/examsandgrading/>

Course Evaluation

All students will have the opportunity to complete an evaluation of the course and instructor at its conclusion. Evaluations will be anonymous and confidential. The information gained, including constructive criticisms, will be used to improve the course.

Class Schedule/Topics/Readings/Assignments

Readings highlighted in GREEN are available on Blackboard unless otherwise noted. BLUE highlights signal course content/activities related to group Zine assignment. YELLOW highlight signals content/activities related to individual Bodies Studies Research Paper assignment.

Date	Topic(s)	Readings to be Completed	Assignment Due
Week 1 Tuesday, 8/27	Introduction to each other and course.		
Week 1 Thursday, 8/29	Touring the Field of Body Studies: <i>Bodies as Born, Bodies as Constructed</i> In-Class viewing of Olsen's introduction to <i>Body & Earth: Seven Web-Based Somatic Excursions</i>	<ul style="list-style-type: none"> • Demello, Chapter 1. (pp. 3-20) • Probyn, E. (2004). <i>Teaching Bodies: Affects in the Classroom</i> (approx. 18 pages) 	
Week 2 Tues. 9/3 <i>The Scientific & Biomedical Body</i>	Healthy and Diseased Bodies <i>Connection & Attitudes</i>	<ul style="list-style-type: none"> • Demello, Chapter 2. • Romero, M. (2017). Introducing Intersectionality • Olsen, Day 1 & 2 (7 pages) 	
Week 2 Thur. 9/5	Aging Bodies <i>Fluid Bodies, Being Upright</i> <u><i>In-Class Excursion: Day 4: Remapping Verticality</i></u> (10 minutes)	<ul style="list-style-type: none"> • Demello, ch. 3 • Olsen, Day 3 & 4 	

Date	Topic(s)	Readings to be Completed	Assignment Due
Week 3 Tues. 9/10	Reproducing Bodies <i>Earth: Wide open, Close in</i> Overview of Body Studies Research Paper Guidelines	<ul style="list-style-type: none"> • Demello, ch. 4 • Olsen, Day 5 & 6 	
Week 3 Thur. 9/12	Dead & Undead Bodies <i>Professing Bodies: from page to stage</i>	<ul style="list-style-type: none"> • Demello, ch. 5 • Clark/Keefe, K. (2010). Monstrous methodology. Ch. 5 in <i>Invoking Mnemosyne</i> 	
Week 4 Tues. 9/17 <i>Mapping Difference onto Bodies</i>	Racialized and Colonized Bodies In-class viewing of PBS special: <i>Unspoken</i>	<ul style="list-style-type: none"> • Demello, ch. 6 • LaFrance, M. (2018). <i>Skin Studies: Past, Present and Future</i> • Margolis, E. (2004). Looking at discipline, looking at labor (only responsible for <u>reading/viewing first 6 pages</u>) 	
Week 4 Thur. 9/19	Gendered Bodies <i>Perception & Touch</i>	<ul style="list-style-type: none"> • Demello, ch. 7 • Olsen, Days 9 & 10 AND Choose <u>one</u> from Day 11-13 <p>(encourage you to engage personally with Olsen's web-based <i>Somatic Excursion, Day 5</i>)</p>	Analytic Memo 1 due

Date	Topic(s)	Readings to be Completed	Assignment Due
Week 5 Tues. 9/24	Sexualized Bodies Introduction to Zines	<ul style="list-style-type: none"> Demello, ch. 8 Wreck, A. (2014). <i>Stolen Sharpie Revolution</i> 	
Week 5 Thur. 9/26	Classed Bodies	<ul style="list-style-type: none"> Demello, ch. 9 Lucey, Melody & Walkerdine, V. (2003). <i>Uneasy Hybrids</i> 	Begin self-guided inquiry into possible Zine Themes
Week 6 Tues. 10/1 <i>Bodies & Privilege</i>	Beautiful Bodies In-class Idea Generator for Zine Team Themes x 4 (with an eye toward commitment next week)!	<ul style="list-style-type: none"> Demello, ch. 10 Bagelman, J. & Bagelman, C. (2016). "Zines: Crafting Change and Repurposing the Neoliberal University". <i>ACME: An International Journal for Critical Geographies</i> 15 (2), 365-92. https://acme-journal.org/index.php/acme/article/view/1257 	
Week 6 Thur. 10/3	Fat & Thin Bodies	<ul style="list-style-type: none"> Demello, ch. 11 Guest-directed reading/viewing 	In-class sign-up for Zine Team (4 teams of 4 students)

Date	Topic(s)	Readings to be Completed	Assignment Due
	<i>Guest speaker; Jeanette Miller (Fat Studies Scholar-Artist)</i>		
Week 7 Tues. 10/8 <i>Extraordinary Bodies</i>	Modified Bodies <i>In-Class Zine Team time</i> (brief; to finalize proposals due Thursday)	<ul style="list-style-type: none"> • Demello, ch. 12 • Olsen, choose 2 Days between Day 14-18 	
Week 7 Thur. 10/10	Religious Bodies	<ul style="list-style-type: none"> • Demello, ch. 13 • Olsen, Day 30 	Zine-Team's 1-2 page proposals due (each Team bring one <u>hard copy</u> to hand-in to Kelly)
Week 8 Tues. 10/15 <i>State & Corporate Bodies</i>	Tortured, Punished and Convicted Bodies	<ul style="list-style-type: none"> • Demello, ch. 14 • Foucault (excerpt from <i>Crime & Punishment</i>) 	
Week 8 Thur. 10/17	Commodified Bodies <i>Literature Search Workshop: with an eye toward your Bodies Studies Research Paper (meet at UVM Library)</i>	<ul style="list-style-type: none"> • Demello, ch. 15 • Borgerson, J. L. & Schroeder, J. E. (2018). <i>Making Skin Visible</i>. 	Analytic Memo 2 due
Week 9 Tues. 10/22	<i>In-Class Zine Team Maker Session 1: Visual Narrative Strategies</i>	<ul style="list-style-type: none"> • Zine Team-Directed reading, writing and making 	Progress on Zine

Date	Topic(s)	Readings to be Completed	Assignment Due
		<ul style="list-style-type: none"> Revisit : Wreck reading and Bagelman & Bagelman reading— both related to Zines 	
Week 9 Thur. 10/24 No f-2-f session	Self-Directed Body Studies Research Paper: reading, research and writing time		Body Studies Research Paper: 2-3 page Proposal due w/5 bibliographic sources cited
Week 10 Tues. 10/29	Posthuman & Non-Human Bodies Undergraduate Writing Center-Peer Review and Revision Workshop <i>Companion Species</i>	<ul style="list-style-type: none"> Grau, A. (2005). <i>When the Landscape Becomes Flesh.</i> Haraway, D. (2008). <i>When Species Meet</i> (read Introductions, up to p. 19). Olsen, Day 19 	
Week 10 Thur. 10/31	Digital, Cyborg and Future Bodies Making Masks, Making Meaning	<ul style="list-style-type: none"> Demello, ch. 17 Excerpts from Susan Reed's (2015) dissertation, In/appropriate Education in a Time of Mass Extinction, read abstract & p. 233-262 	
Week 11 Tues. 11/5	In-Class Zine-Team Maker Session 2: Material Expressions w/Guest Facilitator, <i>Erika White-</i>	<ul style="list-style-type: none"> Continue w/Zine Team-directed readings/writing 	

Date	Topic(s)	Readings to be Completed	Assignment Due
<i>Arts-Oriented Bodies: Encountering, Inquiring and Creating Embodied Knowledge through the Arts</i>	<u>stay tuned for class location change</u>		
Week 11 Thur. 11/7	Making Matter Matter <i>Connections, Motion & Emotion</i> In-Class Somatic Excursion: Day 1. <i>Orientation & Arriving</i>	<ul style="list-style-type: none"> • Ingold, T. (2011). Materials against materiality. In, <i>Being Alive: Essays on Movement, Knowledge and Description.</i> • Olsen, <i>Days 26 & 27</i> • Friendly Reminder: keep up self-directed literature related to Body Studies Final Research Paper 	
Week 12 Tues. 11/12	<i>Body, Water, Expression</i> Andrea Olsen: Water (an interview): http://www.body-earth.org/resources	<ul style="list-style-type: none"> • Olsen, <i>Days 24 & 25</i> • Continue w/Zine-team directed literature • Self-directed literature related to Body Studies Final Research Paper 	<ul style="list-style-type: none"> • DRAFT Body Studies Final Research Paper DUE to Kelly • Zine Team's 1-page Maker Statements (x 4 Teams) must be posted in Bb for peer review
Week 12 Thur. 11/14	Field Trip: Fleming Museum- 2 exhibitions: <ul style="list-style-type: none"> • Be Strong & Do Not Betray Your Soul 		

Date	Topic(s)	Readings to be Completed	Assignment Due
Social Justice Movements & the Body/Soul/Sprit Making Art	<ul style="list-style-type: none"> Resist, Insist, Persist! 		
Week 13 Tues. 11/19	Zine-Team Themes	<ul style="list-style-type: none"> Zine-Team's 1-page Maker Statements (read peer's posted statements x 4 Teams) 	Zine-Team Laser Talks and Exhibition x4 (12 minutes to present; 3 minutes Q&A)
Week 13 Thur. 11/21	Body Studies Preliminary Research Findings Presentations	<ul style="list-style-type: none"> Self-directed literature related to Body Studies Final Research Paper 	
Week 14 Tues. 11/26	University Break		
Week 14 Thur. 11/28	University Break		
Week 15 Tues. 12/3	Body Studies Preliminary Research Findings Presentations	<ul style="list-style-type: none"> Self-directed literature related to Body Studies Final Research Paper 	
Week 15 Thur. 12/5	Body Studies Preliminary Research Findings Presentations	<ul style="list-style-type: none"> Self-directed literature related to Body Studies Final Research Paper 	Course Completion Celebration!
Finals Week 12/12	<i>No f-2-f meeting</i>		Final Body Studies Research Paper DUE