DRAFT SYLLABUS
APPROVAL FOR GER OWC-B STILL PENDING

Comparative Literature 464, Sem. 001, Spring 2017, 3 cr. U/G
Seminar in Comparative Literary Criticism: Approaches to the Body
Prof. Kristin Pitt
Mode of delivery: In-person, TR 3:30-4:45 pm

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Email: kepitt@uw.edu
Phone: (414) 229-4382
Office Hours: TR 2:00-2:50 or by appt. Mailbox: Curtin 772

COURSE DESCRIPTION
This seminar will examine a variety of critical and theoretical approaches to the human body that have challenged traditional Western understandings of the body as inert, obvious, or undeserving of attention when compared to the human mind. How do the ways in which we write about and represent the body shape what we think about it and even what we are able to perceive? How do we construct the body through text, and how have these constructions been contested through literature and theory? Students will read scholarly work examining the body through a variety of lenses, including gender, race, sexuality, disability, technology, and medical and legal discourses, along with literary works that complement the critical and theoretical texts.

The course also satisfies the research requirement of the Comparative Literature major and the OWC-B GER requirement, allowing students to develop their written and oral communication skills, their information literacy, and their research abilities through extensive research and communication assignments. The completion of OWC-A is a prerequisite for undergraduate students enrolling in the course.

This course counts toward the undergraduate major and minor in Comparative Literature; the Comparative Literature concentration within the MA in Language, Literature, and Translation (MALLT); and is affiliated with the Women’s and Gender Studies program.

COURSE REQUIREMENTS
PREPARATION, PARTICIPATION, AND ATTENDANCE
- Careful, thoughtful, and analytical reading of the assigned texts. You should come to class having read the assigned material and reflected upon it, with insights, ideas, questions, and concerns already in mind.
- Access to a copy of the assigned reading during class.
- Active participation in class discussions and activities and, when assigned, on D2L. This is not optional. You will receive a daily participation score of 3 (active contributions to discussion); 2 (present, engaged, but no active participation); 1 (present for only part of class, or sleeping, or texting, or otherwise not engaged); 0 (absent).
- Regular, punctual attendance. If you cannot attend a class, you remain responsible for the material covered in class, including any new assignments, assignments due, lecture and discussion material, and films screened. If you arrive late or leave early, you may receive only partial participation credit.
• See the document “Reading, Analyzing, and Discussing Literature” on D2L for further information on how to read critically and analytically.

**Discussion/Review of a Critical or Theoretical Essay**

• Lead the discussion of one of the critical or theoretical essays assigned to the class (20-30 minutes).
• Submit a written outline of your discussion plans.
• For graduate credit only: submit a written review of the essay (2-3 pages).

**Short Papers**

• Two short (2 page) analytical papers on the works we study as a class, the first of which must be revised to incorporate instructor feedback (for undergraduate credit). The second short paper may be revised if you choose to do so.

**Final Research Project (for undergraduate credit)**

• A written proposal for the research paper, one page.
• An annotated bibliography on potential scholarly sources for the research paper, including a minimum of six sources.
• A draft of your research paper, at least five pages in length.
• A 15-20 minute presentation on your research paper during the last weeks of class.
• Oral and written feedback to your classmates during and after their presentations.
• A final research paper, 10 pages in length.

**Final Research Project (for graduate credit)**

• A written proposal for the research paper, one page.
• An annotated bibliography on potential scholarly sources for the research paper, including a minimum of 10 sources.
• A 15-20 minute presentation on your research paper during the last weeks of class.
• Oral and written feedback to your classmates during and after their presentations.
• A final research paper, 18-20 pages in length.
• The final research paper is required in lieu of a final exam.

**General Requirements**

• The average student should anticipate spending an average of nine hours per week on this course at a minimum. Each week this will include 3 hours in class, along with reading and preparing for discussion. During many weeks, there will be additional assignments that will require substantial time to prepare, such as leading a discussion and particularly developing the final research paper, including the many component assignments.
• Academic honesty. All work you submit must be your own. If the ideas expressed or the words used to express them aren’t yours, say whose they are. If you copy words or ideas from an unacknowledged source (virtual, textual, visual, audio, or living), have someone else do work for you, or submit previous work (by you or someone else), you will be formally charged with academic misconduct, and you may fail the class and face disciplinary action.
from the university. See the Citation Guide on D2L for more details, and contact me with any questions.

- If you will need accommodations to meet any requirement of this course, let me know as soon as possible.
- Submission of assignments on time. If you submit an assignment after it is due but within a week of the original due date, you will receive 50% of the credit you would original have earned on it, had it been on time. No assignments will be accepted more than a week late without previous arrangements being made with the instructor.
- Turn off or silence cell phones before class begins. The use of laptops and other electronic devices is permitted only for taking notes and accessing course material for the course such as readings that are online or saved to your computer.
- University policies for students with disabilities; religious observances; students called to active military duty; incompletes; discriminatory conduct; academic misconduct; complaint procedures; grade appeal procedures; and final examination policy are available on D2L through the file entitled University Policies or at http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf.
- Let me know about any questions or concerns regarding the class or the assignments, and don’t hesitate to arrange an appointment with me if you can’t make office hours.
- This class requires a considerable amount of writing. The Writing Center at UWM can provide valuable assistance at all stages of the writing process. More information is available at www.writingcenter.uwm.edu.
- The departmental grievance policy is posted in the French, Italian, & Comparative Literature main office: CRT 772.

### COURSE LEARNING GOALS AND OUTCOMES

This course fulfills both the GER OWC-B requirement and the research requirement for the Comparative Literature major. The course’s readings, discussions, and oral and written assignments will help students to

- think critically and analytically about the representation of the human body in literature and art as well in other academic and non-academic discourses;
- construct original arguments that demonstrate close and critical reading of texts; are stylistically appropriate for literary and humanities research; and are supported with quotes and other forms of evidence that is persuasive within the disciplinary conventions of comparative literature; and
- analyze texts through the critical evaluation of literary and non-literary texts (primary and secondary sources), demonstrating the relevance of both types of sources to the analytical argument.

### GER ASSESSMENT

Each final research paper will be evaluated in terms of the skill level it demonstrates regarding the development of original arguments grounded in critical reading and analysis; the presentation of those arguments using appropriate stylistic conventions of literary research; the use of textual evidence to support those arguments in a manner required for literary research; and the ability to engage both primary and secondary sources and establish their relevance to the argument. Each of these learning goals will be evaluated by the “GER Assessment Rubric” posted to the “Course Documents” folder of the Content page of the course D2L site. Because the GER Assessment
Rubric evaluates course learning goals, it is similar to the assessment tools used to determine course grades, but the data generated by the GER Assessment Rubric will not itself be employed in determining student grades for the assignment or for the course; this data is instead used by both the course instructor and the Comparative Literature program to monitor GER learning outcomes and to modify future course content as necessary.

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<td>Preparation &amp; Participation</td>
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<td>First Short Paper (Draft &amp; Final)</td>
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<td>Discussion and Outline of Critical Essay</td>
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<td>Research Paper Proposal</td>
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<td>Research Presentation</td>
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<td>Feedback to Classmates on Presentations</td>
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<td>Final Research Paper</td>
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<td>A: 93-100</td>
<td>A-: 90-92</td>
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<td>B+: 88-89</td>
<td>B: 83-87</td>
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<td>B: 80-82</td>
<td>C+: 78-79</td>
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<td>C: 73-77</td>
<td>C-: 70-72</td>
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<td>D+: 68-69</td>
<td>D: 63-67</td>
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<td>D-: 60-62</td>
<td>F: 59 and below</td>
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**Required Texts**
- There are no texts that you must purchase for this course. All reading materials will be made available to via D2L.
- You are required to have access in class to each text that we are scheduled to discuss each day. Please bring a hard copy, an e-copy, or make plans to share with someone else in class.

**Course Schedule**
INTRODUCTORY MATERIALS
T 1/24 introduction

R 1/26  Peter Brooks, “Narrative and the Body”  
      Susan Bordo, “Introduction: Feminism, Western Culture, and the Body”

T 1/31  Kurt Vonnegut, “Unready to Wear”  
      Edwidge Danticat, “Women Like Us”  
      Carolyn Forché, “The Colonel”

SEX, GENDER, AND SEXUALITY
R 2/2  John Berger, excerpt from Ways of Seeing;  
      Laura Mulvey, “Visual Pleasure and Narrative Cinema”

T 2/7  Luce Irigaray, “This Sex Which Is Not One”  
      Elizabeth Grosz, ”Sexed Bodies”  
      Iris Young, ”Throwing Like a Girl: A Phenomenology of Feminine Body  
      Comportment, Motility, and Spatiality”  
      SHORT PAPER #1 DRAFT DUE EITHER TODAY OR 2/9

R 2/9  Thomas Laqueur from Making Sex: Body and Gender from the Greeks to Freud:  
      “Destiny is Anatomy” and “Discovery of the Sexes”  
      SHORT PAPER #1 DRAFT DUE TODAY IF YOU DIDN'T SUBMIT IT ON 2/7

T 2/14  J. Halberstam, ”Female Masculinity” and “The Transgender Look”

R 2/16  Michel Foucault, excerpts from History of Sexuality, vol. 1

T 2/21  Judith Butler, ”Subjects of Sex/Gender/Desire” and ”Bodies that Matter”

R 2/23  Library visit: class meets in Library Instruction Room A, North Commons of Daniel  
      M. Soref Learning Commons (1st floor, West Wing of Golda Meir Library);  
      before class, complete the Information Literacy Tutorial  
      REVISED SHORT PAPER #1 DUE TODAY

T 2/28  Lee Edelman, “Tearooms and Sympathy, or, The Epistemology of the Water Closet”  
      Joan W. Scott, “The Evidence of Experience”

RACE
      Ian Haney López, “White Lines”

T 3/7  Karen Sanchez-Eppler, “Introduction: Representing the Body Politic”  
      Sander L. Gilman, “Black Bodies, White Bodies: Toward an Iconography of Female  
      Sexuality in Late Nineteenth-Century Art, Medicine, and Literature”
SHORT PAPER #2 DUE EITHER TODAY OR 3/9

R 3/9 Anne McClintock, from *Imperial Leather*
H. Rider Haggard, *King Solomon’s Mines*, ch. 1-2

SHORT PAPER #2 DUE TODAY IF YOU DIDN’T SUBMIT IT ON 3/7

T 3/14 Ann Laura Stoler, from *Race and the Education of Desire*
Clarice Lispector, “The Smallest Woman in the World”

R 3/16 Individual conferences scheduled in lieu of class, 3/15-3/17

T 3/21 & R 3/23  **SPRING BREAK**

**MEDICINE, HEALTH, DISABILITY, SIZE**
T 3/28 Michel Foucault, excerpts from *The Birth of the Clinic*

REVISED SHORT PAPER #2 DUE TODAY (OPTIONAL)

R 3/30 Susan Sontag, excerpts from *Illness as Metaphor* and *AIDS and Its Metaphors*

T 4/4 Lennard J. Davis, “Introduction: Disability, the Missing Term in the Race, Class, Gender Triad”

R 4/6 Susan Bordo, “Whose Body Is This? Feminism, Medicine, and the Conceptualization of Eating Disorders”
Laura Fraser, “The Inner Corset: A Brief History of Fat in the United States”
Elena Levy-Navarro, “Fattening Queer History: Where Does Fat History Go from Here?”

**PAPER PROPOSAL DUE**

**LAW AND PUNISHMENT**
T 4/11 Michel Foucault, excerpts from *Discipline and Punish*
Franz Kafka, “In the Penal Colony”

R 4/13 Alan Hyde, excerpts from *Bodies of Law*

T 4/18 Angela Y. Davis, excerpt from *Are Prisons Obsolete?*
Elaine Scarry, excerpts from *The Body in Pain*

**ANNOTATED BIBLIOGRAPHY DUE**

**TECHNOLOGY**
R 4/20 Donna Haraway, "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century"
Anne Balsamo, “Reading Cyborgs, Writing Feminism”
T 4/25  J. Andrew Brown, “Posthuman *Porteños*: Cyborg Survivors in Argentine Narrative & Film”
       Ricardo Piglia, excerpt from *The Absent City*

**CLASS, LABOR, AND VULNERABILITY**
       Paul Apostolidis, “Stories of Fate and Agency in the Zone of Illegality”
       **FIRST DRAFT OF FINAL PAPER DUE (UNDERGRADUATE CREDIT)**

T 5/2  Judith Butler, “Violence, Mourning, Politics”
       Edwidge Danticat, excerpt from *Brother, I’m Dying*

R 5/4  **FINAL PRESENTATIONS**
T 5/9  **FINAL PRESENTATIONS**
R 5/11 **FINAL PRESENTATIONS**

T 5/16  **FINAL RESEARCH PAPER DUE, no later than 3:30 p.m.**