**ENGL 3347.600 The Cultural Politics of Beauty**

**Spring 2017**

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note: The latest that I usually check my email and cell phone for messages is 4 p.m.

**Required Texts**

(*Please note: books must be the same editions as listed below.)*

* *The House of Mirth* by Edith Wharton (Norton edition)     ISBN 0-393-95901-5
* *Salome of the Tenements* by Anzia Yezierska                 ISBN 0-252-06435-6
* *The Bluest Eye* by Toni Morrison                                      ISBN 9-780452-273054

**Course Description**

In this course, we will explore the ways the concept of beauty functions to express dominant ideologies—or basic beliefs about how the world should function—in terms of gender, race, religion, class and moral superiority. We will read novels and other works of fiction, as well as essays and critical articles, in order to discover how the mainstream imposes its views on each of the above categories by defining “beauty” to serve its interests. In addition to examining traditional texts, we will also look at images from popular culture in terms of how both females and males are portrayed as desirable and undesirable. In other words, the adjectives beautiful and ugly will emerge as one of a series of hierarchical binary oppositions embedded in—and serving—the status quo.

**Course Goals**

The course is designed to offer students the opportunity to develop a wide variety of skills. Discussion forums, commentaries, and quizzes ask students to read, write and think critically. The final paper, which relies on close readings and in-depth analyses, requires students to use at least three academic articles—which have not been assigned—to present, and support, a compelling literary interpretation. Since online courses rely on written communication, they demand clear, concise, academic language. By the end of the semester, students should notice a marked improvement in their ability to convey their ideas using writerly, not speakerly, language. They should also be able to see how the concept of beauty reflects American cultural and political values.

**Course Policies**

(**Please keep in mind that assignments incorrectly posted [submitted to the wrong location] in Blackboard will not receive credit.)**

**Late assignments**

 ***I do not accept late assignments.*** Given the nature of the course, I expect you to plan ahead.

**Special Arrangements**

If there are conditions which may affect your performance in this class, and which require special accommodations, please let me as soon as possible so that such arrangements can be made. If you require an accommodation based on a disability, let me know by the first week of the semester so that you are appropriately accommodated.

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Student Support Services**: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**The Writing Center** The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT-Arlington. Registered users may visit the Writing Center for 45-minute face-to-face or online sessions from 9 a.m. to 7:30 p.m., Monday through Thursday; 9 a.m. to 3 p.m., Friday; and Noon to 4:30 p.m. Saturday and Sunday. You may register and schedule **appointments online** at uta.mywconline.com or by visiting the Writing Center. In addition to normal sessions, the Writing Center will offer Quick Hits (5-10 minute sessions for those nagging last minute problems, spelling/word choice questions, or editing concerns) 4:30-7:30 p.m. Monday through Thursday. During Quick Hits periods one of our staff will also respond to brief questions on our FaceBook page [www.facebook.com/WritingCenteratUTArlington](https://owa.uta.edu/owa/chiarello%40exchange.uta.edu/redir.aspx?C=-QaoU0DK7keCfGQi4JRY_z1bwweKadBIeAW1YATRzie8IuoiZ8mf0bE3onbz8IqnohODEhD9lpo.&URL=http%3a%2f%2fwww.facebook.com%2fWritingCenteratUTArlington). Research Librarians will also offer Paper's Due Drop Inn to assist with research and citation specific questions. If you need assistance with registration, please call 817-272-2601 during regular business hours. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as consultants become available. Writing Center consultants are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct your grammar or rewrite your assignment for you, but they will help you become a better editor of your own writing. I encourage each of you to use the Writing Center.
In addition to one-on-one consultations, the Writing Center will offer on-campus FYC and grammar workshops periodically throughout the semester. For more information on these, please visit us at [http://www.uta.edu/owl](https://owa.uta.edu/owa/chiarello%40exchange.uta.edu/redir.aspx?C=-QaoU0DK7keCfGQi4JRY_z1bwweKadBIeAW1YATRzie8IuoiZ8mf0bE3onbz8IqnohODEhD9lpo.&URL=http%3a%2f%2fwww.uta.edu%2fowl).
Please note all times listed are for Central Standard Time and it is the student’s responsibility to adjust for time differences if they do not reside in the area.

**Academic Integrity**

Academic dishonesty is a serious offense at any university. Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

If I suspect that you have been guilty of academic dishonesty, I will report you to Office of Student Conduct for disciplinary action. Forms of academic dishonesty include: **Collusion**—lending your work to another person to submit as his or her own; **Fabrication**—deliberately creating false information on a Works Cited page; and **Plagiarism—**the presentationof another person’s work as your own, whether you mean to or not. Even if you put someone’s ideas into your own words, you must properly credit the source. Academic dishonesty also includes presenting substantially the same paper in more than one course.

**Drop Policy**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

**Necessary Changes**

I have tried to make this document as complete and thorough as I possibly could. However, during the course of the semester I may be required to alter, add, or abandon certain policies and assignments. I reserve the right to make such changes as they become necessary.

**Student Responsibility**

I will abide by the policies in this syllabus. Each student is responsible for reading and understanding this document. Each student is responsible for asking me to clarify any sections that are unclear.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Library**

Library Home Page http://www.uta.edu/library

Subject Guides http://libguides.uta.edu

Subject Librarians http://www.uta.edu/library/help/subject-librarians.php

Database List http://www.uta.edu/library/databases/index.php

Course Reserves http://pulse.uta.edu/vwebv/enterCourseReserve.do

Library Tutorials http://www.uta.edu/library/help/tutorials.php

Connecting from Off- Campus http://libguides.uta.edu/offcampus

Ask A Librarian http://ask.uta.edu

**Course Requirements**

**Grade Breakdown**

         8 Discussion Forums 25%

         7 Reading Quizzes  20%

         2 Commentaries 20%

         1 Final Paper  25%

         1 Final Paper Presentation 10%

Satisfactory completion of **every** assignment is required to pass the class since each category evaluates a different skill.

**Quizzes**

Reading quizzes will encourage you to keep up with the reading and thus have pertinent comments to add to the discussion forums. In the online environment, quizzes function as mini, short-answer, take home exams. As such, the questions require thoughtful, thorough answers, which must be up to three sentences in length. Reading quizzes are accessed by clicking on the numbered "Quiz" button under the appropriate weekly lesson; reading quizzes are available Monday through Saturday of each week, and must be completed by 11 pm CST on Saturday.

**Expectations for Out-of-Class Study** Students enrolled in this course should expect to spend **at least** 10 hours per week in course-related activities, including reading required materials and completing writing assignments.

**Student Responsibility Concerning Grades:** Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. (All grades are posted on Blackboard.)

**Writing Assignments**

**Commentaries, a.k.a. Mini-Papers**

These two- to three-page double-spaced papers will present your **significant** interpretation of the text, which may not be a rehash of a discussion forum. The significant interpretation, similar to a paper’s thesis, must be supported with at least two quotes from the reading. Remember that the function of these commentaries is to prepare you for writing your final paper.

**Final paper**

This double-spaced paper must go beyond class discussion to elucidate a **significant** interpretation of at least one of the novels. It must support its claim with three examples from the literature, and two quotes from two outside academic sources, such as academic journals A UTA librarian can help you find these. (See **Library** section above.) It will be five to six pages long, must have margins no larger than 1.25 inches and use standard 12 point font such as Times New Roman. It must also include a Works Cited page that satisfies MLA guidelines.

Make sure this paper is **not a summary. Do not rehash what was said in the discussion forums.**

Even excellent insights may never be understood if they are buried beneath unintelligible words, phrases and sentences. Therefore, your final grade will take into account organization, use of transitions and mechanical skills such as grammar, spelling and punctuation.

Since page-length requirements demand a certain thoroughness, in addition to deducting 10 points for every day a paper is late, I will also take off 10 points for short papers.

**Final Paper Presentation**

In presenting your final paper, you will be answering the following questions and adding the responses to the last week's Discussion Forum.

1) What is the main argument/claim/thesis of your paper; that is, what is your paper’s significant interpretation of the literature?  Remember, this must not be a rehash of what was already said in class, nor a summary of the literature, nor something obvious.

2) What outside material did you use?

3) Explain one idea per outside academic article that supports your argument.

4) Mention at least two quotes from the literary text(s) that support(s) your claim. Explain how they do.

5) Conclude with a discussion-provoking question related to the literature that you chose, or make a final statement based on your paper.

**ENGL 3347.006 Course Calendar**

**UNIT ONE: Class, Gender and “Race” Collide**

**Week 1 (3/19-3/25): Lesson 1: Lily**

•      Read Week 1 Introduction

•      Read a biographical sketch of Edith Wharton <http://www.npg.si.edu/exh/wharton/whar3.htm>

•      Listen to reading of "For Anne Gregory" by W.B. Yeats <http://www.youtube.com/watch?v=L8CjuKydULA>

•      Review the Study Guide

•      Read HM 6-100

•      Read "Conspicuous Leisure and Conspicuous Consumption" by Veblen pp. 264-271 in the required Norton edition of *The House of Mirth*

•      Read Week 1 Lecture

•      Complete Reading Quiz by 11 pm CST Saturday

•      Participate in Discussion Forum: initial response due 11 pm CST Saturday, reply by 11 pm CST Sunday

**Week 2 (3/26-4/1): Lesson 2: Lily Uncovered**

•      Read Week 2 Introduction

•      Review the Study Guide

•      Read HM 101-203; “Ideological Anti-Semitism in the Gilded Age” 296-303 (in Norton edition of HM)

•      Read Week 2 Lecture

•      Complete Reading Quiz by 11 pm CST Saturday

•      Participate in Discussion Forums: initial response due 11 pm CST Saturday, reply by 11 pm CST Sunday

**Week 3 (4/2-4/8): Lesson 3: The Game Ends**

•      Read Week 3 Introduction

•      Review the Study Guide

•      Read HM 203-256; “Extinction, Taxidermy, Tableaux Vivants” on JStor which you can access from UTA’s library; go to the following website to log in: <https://login.ezproxy.uta.edu/login?url=http://www.jstor.org/search>; letter from NYT “Wharton Letter Reopens a Mystery” <http://www.nytimes.com/2007/11/21/books/21wharton.html?pagewanted=all>

•      Read Week 3 Lecture

•      Complete Reading Quiz by 11 pm CST Saturday

•      Participate in Discussion Forum: initial response due 11 pm CST Saturday, reply by 11 pm CST Sunday

•     Submit Commentary # 1 by 11 pm CST Sunday

**UNIT TWO: Poverty or Beauty**

**Week 4 (4/9-4/15): Lesson 4: The Lure of the Exotic**

•      Read Week 4 Introduction

•      Review the Study Guide

•      Read ST 1-102

•      Think about the following quote by Edward Said in terms of Manning's attitude toward Sonya and his Lower East Side settlement house: “Every empire . . . tells itself and the world that it is unlike all other empires, that its mission is not to plunder and control but to educate and liberate" <http://www.goodreads.com/author/quotes/24390.Edward_W_Said>  (Los Angeles Times, July 20, 2003).

•      Watch the short video excerpt of "The Dance of the Seven Veils" from Richard Strauss' opera "Salome" (see Week 4)

•      Read Week 4 Lecture

•      Complete Reading Quiz by 11 pm CST Saturday

•      Participate in Discussion Forum: initial response due 11 pm CST Saturday, reply by 11 pm CST Sunday

**Week 5 (4/16-4/22): Lesson 5: The Other Finds Her Voice**

•       Read Week 5 Introduction

•       Review the Study Guide

•       Read ST 103-184

•      Read the introduction to ST, if you haven't already ST ix-xxvi

•      Read Week 5 Lecture

•      Read “Of Repression, Assertion and Speakerly Dress" by Christopher N. Okonkwo, which is available on JSTOR: <https://login.ezproxy.uta.edu/login?url=http://www.jstor.org/search>.

•      Watch scenes from the movie, "Salome of the Tenements" (see link in Week 5)

•      Watch short biography of Anzia Yezierska (see link in Week 5)

•      Complete Reading Quiz by 11 pm CST Saturday

•      Participate in Discussion Forum: initial response due 11 pm CST Saturday, reply by 11 pm CST Sunday

•      Submit Commentary # 2 by 11 pm CST Sunday

**UNIT THREE:**  **Can Beauty Be Colorblind?**

**Week 6 (4/23-4/29): Lesson 6: The Eternal Return of the Same**

•      Read Week 6 Introduction

•      Review the Study Guide

•      Read BE beginning (“Here is the house. . . . “) - 93

•      Read "Anti-Semite and Jew" by Jean-Paul Sartre p.17 (last incomplete paragraph) to p.20 (to end of incomplete paragraph)
<http://abahlali.org/files/Jean-Paul_Sartre_Anti-Semite_and_Jew_An_Exploration_of_the_Etiology_of_Hate__1995.pdf>

•      Read Week 6 Lecture

•      Watch "A Girl Like Me" Featurette in Week 6

•      Watch video of Shirley Temple and Bojangles in this week's Lecture folder

•      Complete Reading Quiz by 11 pm CST Saturday

•      Participate in Discussion Forum: initial response due 11 pm CST Saturday, reply by 11 pm CST Sunday

**Week 7 (4/30-5/6): Lesson 7: “Why Is Difficult To Handle”**

•      Read Week 7 Introduction

•      Review the Study Guide

•      Read BE 95-end

•      Read Week 7 Lecture

•      Watch the video of Toni Morrison talking about racism in this week's Lecture folder

•      Complete Reading Quiz by 11 pm CST Saturday

•      Participate in Discussion Forum: initial response due 11 pm CST Saturday, reply by 11 pm CST Sunday.

**UNIT FOUR: We Conclude**

**Week 8 (5/7-5/13): Lesson 8: Final Thoughts**

•   Submit Final Paper by 11 pm CST Friday

•       Submit Presentation of Final Paper to Discussion Forum by 11 pm CST Friday (see instructions below) and respond to at least *three* peer postings   by 11 pm CST Sunday