

Fifty Shades of Grey (Areas)

IDS 190: Fall 2017

Instructors:

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T/TH | 1:00-2:15 pm | Emerson 401
Office Hours | by appointment

Course Description

What do migrant entrepreneurship, hook-up culture, small-scale farming, schizophrenia, and (possibly) poisonous peptides all have in common? These complex issues often elicit black and white binary thinking. In this class, we will identify and investigate the complex grey areas lurking within all these research areas. Co-taught by five teacher-scholars, this course samples Emory's cutting-edge research and showcases diverse disciplines. By exploring the complexity of many different fields, we will collaboratively identify and deconstruct a range of binaries. Where's the line between organic and conventional food; is there an easy distinction between good sex and bad sex; what's the difference between toxin and technology? In "Fifty Shades of Grey (Areas)," we'll use small group work, class discussions, short presentations, and multi-disciplinary readings to learn how to answer these questions. Sign up if you want to see what research is about, are unsure about your major, or want to learn about facts you can't find in any textbook (yet).

Learning Goals

After completing this course successfully, students will be able to:

- Create an intellectually stimulating classroom and class discussion.
- Formulate cogent feedback to your peers' questions and work.
- Acquire the analytical tools and thinking skills to engage with the world and your everyday life differently.
- Articulate your own reading of the world, through intellectual, critical, creative, explanatory and/or artistic means.
- Distinguish uses of evidence in a discipline and/or between disciplines.
- Access, identify, gather, and analyze evidence.
- Evaluate the quality, credibility, reliability, and validity of different types of evidence.
- Build arguments based on primary evidence and assess the arguments of others.

Assignments and Grading

There are 100 points possible in this course:

- a. Attendance and engaged participation: 20%
- b. Final project: 30%
- c. Teacher-Scholars' modules: 50% (5 x 10% = 50%)

To determine your final grade, add the points for each of your assignments and consult the grading scale below:

A	100-93	A-	92-90	B+	89-85	B	84-81
B-	80-79	C+	79-75	C	74-71	C-	70-69
D+	68-65	D	64-61	F	60 or lower		

a. Attendance and Engaged Participation (20%)

Since this is a seminar style course, your class participation is vital. To fulfill this requirement, this will be expected from you:

1. Class participation is not confined to the walls of the classroom. Class participation starts with **doing the reading**, which enables you to come to class prepared. "Doing the reading" is not a passive activity; you should be able to indicate the main argument(s), ask clarifying questions, and formulate an opinion of the piece.
2. Always **bring your readings and notes** to class
3. You are not expected to be experts of these texts (yet). Many texts will be challenging. Never hesitate to **ask clarifying questions**, since they are an excellent form of class participation. Other forms of active class participation include: offering examples or illustrations to clarify difficult concepts, answering questions, engaging in discussion with us or your peers, active listening.
4. During **class presentations**, you are expected to actively engage in discussion. Comments that you make on your classmates' blog posts on Canvas will also count towards your participation grade.
5. You are expected to **demonstrate respect, generosity, and compassion** for the risks we all take in sharing both our insights and insecurities. This contribution to the co-creation of this class as a space where everybody feels comfortable to participate is an important part of your class participation.
6. **Attendance:** Students are permitted up to 2 unexcused absences for the semester without negatively impacting their participation grade.

Please email us ahead of class when you know you will be absent.

Additional absences will each incur a half letter grade penalty from your **final grade** unless appropriate paperwork about an excused absence (an illness etc.) is submitted. Appropriate paperwork is a letter from the Office of Academic Advising or the Dean. The Office of Academic Advising can be contacted by phone at 404-727-6069, by email at academic.advising@learnlink.emory.edu, or by visiting the office in White Hall 300. Religious holidays are excluded from this policy, but please still email us ahead of time. Students are responsible for all material covered during missed classes. Homework due during your absence must still be turned in by the deadline).

7. Excessive **tardiness** will also result in a lowering of your grade. If you are more than 15 minutes late to class, this will be marked as an absence. The use of cell phones and other electronic devices like laptops and tablets will also be considered an absence.

b. **Final Project (30%)**

The final project is a group assignment and will consist of four parts:

- 1) group discussions and participation
- 2) a collectively written paper
- 3) an individual report
- 4) an oral presentation

1) **Group discussions and participation**

At the beginning of the semester you will be asked to identify a binary that affects your personal life and/or college experience, which you are interested in researching. You will be placed into groups of four based on your research interests and assigned a teacher-scholar as your mentor. Throughout the semester, you will learn research methods to critically analyze, research the history and current iterations of, and eventually deconstruct this binary. You are expected to meet regularly during the semester and be in close communication with your group members and your mentor.

2) **Collectively written paper (15%)**

In this paper, you and your group members will apply the different research skills you acquired throughout the semester and analyze, discuss and deconstruct your chosen binary. Groups have the opportunity to choose between two types of papers:

- a. Either an analytical research paper, consisting of a research thesis and hypothesis, supported by argumentation and research data.
- b. Or a creative alternative form project, which consists of two parts. The alternative form part such as photography, collage, podcast, poster, poem, video, play, dance, music piece etc. Secondly, a written (art) statement. In this last part, students should make connections to the course material.

More detailed guidelines for the final project will be handed out and discussed in class.

3) **An individual report (5%)**

Each individual student will write a 1 to 2-page report discussing their research and group experience.

4) **An oral presentation (10%)**

On Thursday, December 7th 3:00 pm - 5:30pm class will come together for the last time. Here, you will present your final research. Presentations will take 15 - 20 minutes and will be followed by a 10-min discussion. The form of your presentation is open (for example Prezi, panel discussion, video, etc.), with the exception of Power Point presentations. If your group opted for the alternative form option, this is your time to present your artwork or performance.

Location TBA.

Important details: All papers should be double-spaced, with 1" margins, size 12 font and between 5 to 7 pages long. Papers should refer to at least 3 sources discussed in class and 3 extra-curriculum sources. Papers should be printed on both sides. Please use in-text parenthetical references for citation style and make sure to add a bibliography. Papers must be submitted in hard copy: electronic submissions will not be accepted unless otherwise specified.

Late Submissions: Late submissions will be penalized one letter grade for each day.

c. **Individual Module Assignments (5 x 10 = 50%)**

Each teacher-scholar will assign particular projects for their module. They will add up to 50% of your final grade. Each teacher-scholar will provide further information during their module.

Course Conduct and Expectations

Time Management, Deadlines, Absences

We understand that this course is just one component of everyone's busy lives. Nevertheless, time management is part of what we learn in college. Recognize due dates and plan ahead. You will reduce your grade by one letter for each day beyond a due date you submit an assignment late unless we grant an extension ahead of time. Class attendance is required and is reflected in your grade. If you know you need to miss class, please email us as soon as possible.

Email and Office Hours

We want to hear from you! We will respond to emails and Canvas messages conscientiously, but please allow up to 48 hours. Plan ahead and keep this in mind as deadlines and examinations approach. When asking questions about assignments, we expect that you are familiar with the information in the syllabus and the content of the readings. We do not discuss grades over email.

Canvas Site

We will use Canvas for course administration, posting readings, and assignments. You should be automatically subscribed to Canvas (<http://classes.emory.edu/>). Canvas also has a useful mobile app that should make staying on top of course assignments, grades, and announcements quite convenient. As we will use the Canvas messaging system for announcements, please ensure that your Canvas announcements notifications are turned on. Please plan to check Canvas regularly.

Electronic Devices

Electronic devices are useful tools but also distract from learning. Please turn off and put away all electronics (laptops and phones!) before class starts. Violating this policy may result in a grade of unsatisfactory for class participation. We expect you to have a hard copy of the class readings for reference in every class. If this poses a difficulty for you, please contact us as soon as possible so we can work on a solution.

Students are strongly encouraged to take notes by hand, which improves learning and engagement with the class discussion (<http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>).

Troubling Times

If you have concerns about your progress in the class or if you are experiencing difficult times, please do not hesitate to contact us. It is better to inform us of any concerns as soon as possible so that we can work with you on your course progress and refer you to appropriate campus resources if necessary.

Special Needs and Disability Accommodation

Emory University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities and/or special needs. Anyone in need of a classroom accommodation should make an appointment with the instructors to discuss this during the first week of class. All information will be held in the strictest confidence. University policy requires that you register with the Office of Disability Services (404-727-9877). The ODS will develop your individual accommodation plan and provide instructions for its implementation. Student Intervention Services Team sisteam@emory.edu; www.emory.edu/campus_life/

Honor Code and Plagiarism

Students are responsible for familiarizing themselves and following the Emory Honor Code detailed at: <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html> Plagiarism is using the words or ideas of someone without a citation and will not be tolerated in any form. Paraphrasing by substituting words and phrases in someone else's text is a form of plagiarism.

TEACHER & TOPIC	DATE	READINGS & ACTIVITIES
All	Thurs Aug 24	
All	Tues Aug 29	<p>Homework: Due Sunday, Aug 27, 8:00 PM.</p> <p>1) Read the syllabus and prepare questions. Post at least one of them on Canvas.</p> <p>2) Think of a binary that interests you, and post it on Canvas. You can use visuals and even make/post a picture.</p> <p>3) Answer the following:</p> <ul style="list-style-type: none"> -why is this binary useful? -why is it problematic and not neutral? -what's the grey area? -how do we give voice to the grey area? -do they have to be in conflict? <p>4) Read your classmates' binaries. Pick one that interests you. You will pair into groups next class to discuss them.</p> <p>After Tuesday's class: Start a Canvas discussion group for your group members and have each member post a binary you want to study.</p>
Andrea What is ethnography? How do cultural anthropologists do research?	Thurs Aug 31	<p>Readings: Methods sections from two ethnographies. Holmes, S. <i>Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States</i>. Chapter 2 "We Are Fieldworkers" (pp. 30-44). Online access available through Woodruff Library.</p> <p>Fink, D. <i>Cutting into the Meatpacking Line: Workers and Change in the Rural Midwest</i>. Selection from Chapter 1 "What is your problem, Ruth? An Anthropologist Gets a Job" (pp. 6-22). Canvas.</p>
Andrea Where does our food come from? Intro to the US food system(s).	Tues Sept 5	<p>Reading: Grey, M. (2000). The industrial food stream and its alternatives in the United States: An introduction. <i>Human Organization</i>, 59(2), 143–150. Canvas.</p> <p>Homework: Post a short reflection paragraph about your favorite food on Canvas discussion board. Which stream does it seem to fit into? Due Monday Sept 4 9pm.</p> <p>***Decatur Farmers Market field trip – Wednesday Sept 6! See assignment description on Canvas.</p>
Andrea What is a "good diet"? Competing variables.	Thurs Sept 7	<p>Readings: "Eating Sustainably: An Introduction to Sustainable Food" Emory University Office of Sustainability Initiatives.</p> <p>--Read Sections 1, 2, and 3 (pp. 1-11).</p> <p>--Choose ONE other section that interests you to read. Come to class on Thursday prepared to educate your classmates in small groups about what you learned.</p>

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<p>Guest speaker: Sam Lenard, Emory Dining Sustainable Food Projects</p>		
<p>Andrea Complicating the "food stream" binary</p>	<p>Tues Sept 12</p>	<p>Reading: Pollan, M. <i>The Omnivore's Dilemma</i>. Chapter 9 "Big Organic." (pp. 134-169 required, pp. 169-184 optional). Canvas.</p>
<p>Andrea Complicating the "food stream" binary</p>	<p>Thurs Sept 14</p>	<p>Reading: Janssen, B. <i>Making Local Food Work</i>. Chapter 9 "Good Fences Make Good Neighbors." (pp. 171-195). Canvas.</p> <p>***Decatur Farmers Market write up due by 5pm Thursday (upload to Canvas)</p>
<p>Derek What is psychology and what do psychologists actually do?</p>	<p>Tues Sept 19</p>	<p>Homework: Read about schizophrenia from the NAMI Website. Write a brief (two-page, double-spaced) response describing (1) what you thought schizophrenia was prior to reading the NAMI website page, (2) what that you learned from the NAMI website on schizophrenia, and (3) what else you would like to learn during the rest of the module</p>
<p>Derek Overview of Schizophrenia and other Psychotic Disorders</p>	<p>Thurs Sept 21</p>	<p>What is schizophrenia? - National Alliance on Mental Illness: https://www.nami.org/Learn-More/Mental-Health-Conditions/Schizophrenia/Overview</p> <p>Homework: Read the article for next class and submit three discussion questions to Canvas.</p>
<p>Derek Stressful experiences and schizophrenia</p>	<p>Tues Sept 26</p>	<p>Morgan, C., Charalambides, M., Hutchinson, G., & Murray, R. M. (2010). Migration, ethnicity, and psychosis: Toward a sociodevelopmental model. <i>Schizophrenia Bulletin</i>, 36(4), 655–664. Canvas.</p>
<p>Derek Exposure to methods in clinical psychological science</p>	<p>Thurs Sept 28</p>	<p>Tour of the Facility for Education and Research in Neuroscience (FERN) in the Psychology and Interdisciplinary Studies (PAIS) building (1st floor, 1-2 pm)</p> <p>Homework: Submit FERN write-up to Canvas. Read the article for next class and submit two discussion questions to Canvas.</p>
<p>Derek Discrimination and psychosis- risk among African Americans</p>	<p>Tues Oct 3</p>	<p>Clark, R., Anderson, N. B., Clark, V. R., & Williams, D. R. (1999). Racism as a stressor for African Americans. A biopsychosocial model. <i>American Psychologist</i>, 54(10), 805–816. Canvas.</p> <p>In class activity: Case Study.</p>

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All	Thurs Oct 5	Group-work in class discussion
	Tues Oct 10	NO CLASS – Fall Break
Anthony <i>The Subtle Art of Smelling Bullshit</i>	Thurs Oct 12	Binary spotlight—chemicals: good, evil, or just hopelessly bureaucratic? Homework: Wakefield, AJ et al., <i>Ileal-lymphoid-nodular hyperplasia, non specific colitis, and pervasive developmental disorder in children</i> <i>The Lancet</i> , Volume 351 , Issue 9103 , 637 – 641. Canvas. Upload a summary of the article (1-2 paragraphs) followed by a reflection due the following Sunday, Oct. 16, 11:59 PM . 1-2 pages total. What is the author trying to say? Is it well-supported? If you were a reviewer, would you have suggestions? We will discuss on Oct 17 th . A helpful link on reading science writing: http://www.sciencemag.org/careers/2016/03/how-seriously-read-scientific-paper
Anthony <i>Words Are Wind</i>	Tues Oct 17	Binary spotlight—data: is it any good and who decides Homework: N/A
Anthony <i>I Am Scientist...</i>	Thurs Oct 19	Binary spotlight—scientists: do we ever see the light of day? Homework: On Sunday, Oct. 22 4:30-7:00 PM , you will become a researcher via a simulation. Attendance is mandatory. Location: E401. Call 631-655-8721 if you can't get in.
Anthony <i>...And So Can You!</i>	Tues Oct 24	Binary spotlight—scientists: do we ever see the light of day? (Cont'd) Homework: N/A
Anthony <i>Knowledge and Borders</i>	Thurs Oct 26	Binary spotlight—global research: where do we draw borders in science? Homework: N/A
Anlam <i>Grey Areas in Migration</i>	Tues Oct 31	Homework: Check out these websites before class: https://qz.com/192440/where-everyone-in-the-world-is-migrating-in-one-gorgeous-chart/ http://metrocosm.com/global-immigration-map/ http://www.unhcr.org/en-us/ http://ec.europa.eu/echo/what-we-do/humanitarian-aid/refugees-and-internally-displaced-persons_en Homework: Post a quote. Further instructions on Canvas. Due Wednesday Nov 1st, 8 pm.

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Anlam Nothing as it Seems: Sexually Trafficked or not?	Thurs Nov 2	Introduction and Ch 3 in Rhacel Salazar Parreñas. 2011. <i>Illicit Flirtations: Labor, Migration, and Sex Trafficking in Tokyo</i> . eReserves Movie Night: Thurs Nov 2nd at 6 pm, Robert W. Woodruff Library Room 423: <i>The Other Side of Immigration – please, take notes, we will discuss the film in the next class.</i>
Anlam What do Categories do?	Tues Nov 7	Luibheid, Eithne. 1998. Looking like a Lesbian: The Organization of Sexual Monitoring at the United States-Mexican Border. <i>Journal of the History of Sexuality</i> . Vol. 8, No. 3 Jan.: 477-506. eReserves Homework: Post a discussion question. Further instructions on Canvas. Due Wednesday Nov 8th, 8 pm.
Anlam Changing Migration Patterns	Thurs Nov 9	Ehrenreich and Hochschild, Introduction & Rhacel S. Parreñas. The Care Crisis in the Philippines in <i>Global Woman: Nannies, Maids and Sex Workers in the New Economy</i> . eReserves Movie Night: Thurs Nov 9th at 6 pm, Robert W. Woodruff Library Room 423: <i>Paper Dolls – please, take notes, we will discuss the film in the next class.</i>
Anlam Critique of Care Migration Research	Tues Nov 14	Martin F. Manalansan IV. 2008. Queering the Chain of Care Paradigm. <i>Scholar and Feminist Online</i> 6.3. eReserves Documentary reflections due Tuesday Nov 14th, 11:59 pm. Further instructions on Canvas.
Stephanie Hookup culture, when intimacy and desire are split. Is it just a problem of our time?	Thurs Nov 16	-Hidden Brain: <i>Hookup Culture: The Unspoken Rules Of Sex On College Campuses</i> . February 14 th 2017. http://www.npr.org/2017/02/14/514578429/hookup-culture-the-unspoken-rules-of-sex-on-college-campuses (podcast) -Esther Perel <i>Mating in Captivity</i> . 2007. “Want to Hook Up Tonight”? pp. 92-97. (fragment from book) -Freud (1905). <i>Three Essays on the Theory of Sexuality</i> (fragments) -Freud (1912). <i>One the Universal Tendency to Debasement in the Sphere of Love</i> . Homework: Listen to the podcast, read the assigned readings, and fulfil the Canvas assignment for today's class.
Stephanie How can we get out of this split? Resistance through creativity. Re-defining 'our'	Tues Nov 21	-Zizek. <i>The Pervert guide to Ideology</i> . https://youtu.be/5Ch5ZCGi0PQ (video clip) -Munoz (). "Introduction" In: <i>Disidentification</i> . (fragments) -fragments and examples of feminist art (poetry, performance art, etc...) TBA -Esther Perel (2017). <i>Where shall we begin? Sexlessness</i> (podcast)

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desire: Good sex, bad sex, no sex?		Homework: Listen to the podcast, read the assigned readings, and fulfil the Canvas assignment for today's class.
	Thurs Nov 23	NO CLASS – Thanksgiving Break
Stephanie Intimacy is scary. Tenderness, Vulnerability and inter-dependency.	Tues Nov 28	-Stephen Mitchell. <i>Can love last?</i> (fragments) -Elizabeth Young Bruehl. <i>Cherishment Culture.</i> (fragments) - <i>On Being.</i> Allain De Botton. <i>On the True hard work of Love and Relationships.</i> (podcast). -artwork TBA Homework: Listen to the podcast, read the assigned articles, and fulfil the Canvas assignment for today's class.
Stephanie Thinking the Third, Rethinking the Subject. Beyond self and other. Becoming-music.	Thurs Nov 30	-Cythia Willett. <i>Motherhood, and other slave moralities.</i> (fragments) -Jessica Benjamin. <i>Beyond Doer and Done to.</i> (fragments) - <i>Meet the composer.</i> Meredith Monk. https://onbeing.org/programs/meredith-monk-archaeologist-of-the-human-voice/ (podcast). -new neuroscientific research on brain wave synchronicity. TBA -artwork TBA Homework: Listen to the podcast, read the assigned articles, and fulfil the Canvas assignment for today's class
Stephanie Carving out a space where intimacy and desire can meet.	Tues Dec 5	-Deleuze and Guattari. 'How to make yourself into a body without organs'. In: <i>A thousand Plateaus.</i> (fragments). -Esther Perel (2017). <i>Where shall we begin? "Speak to me in French"</i> . -Winnicott. <i>Play and Reality.</i> (fragments). Homework: Listen to the podcast, read the assigned articles, and fulfil the Canvas assignment for today's class **End of the module assignment on the complex relationship between intimacy and desire.** Due in class. You have the choice between: 1) A reflective paper 2) An alternative form piece 3) An analysis of an outside source (art, event, article, etc...) All 3 require that you refer to at least: I theoretical text discussed in class I podcast discussed in class I art piece discussed in class (more info TBA on canvas)

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