When Animals Are Not Animal, When Humans Are Not Human.
Honors College Third Year Seminar
Gretchen Scharnagl Honors College/Art and Art History in the College of Architecture and the Arts
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IDH 3034-U04 (85568) Honors Seminar V
Wednesdays 2-4:45  Chemistry & Physics (CP) 111  Fall August 24-December 12 2015

Course Description
Egyptian animal mummies might be votive offerings to the gods, a representation of a god, a beloved pet or food for the afterlife. We easily accept Goofy as a human and Pluto as a dog in the same cartoon. One of the earliest depictions of a human is a bird-headed shaman figure. This class will combine the approaches of the art studio (mark-making, observation, creativity) and the science lab (experimentation, research, investigation) to play, practice, find, create, test, experiment, act and reenact, the artistic, historic, cultural, religious and scientific depictions of animals and humans from all disciplines with examples as wide ranging as cave paintings to YouTube videos. Students will be required to participate in an experimental mummification project. There will be non-traditional and traditional research assignments weekly, three book reading assignments and an article by the director of the Animal Mummy Project, Salima Ikram. This class considers how we look at ourselves, how we look at animals, and how this influences how we think of both. Participation, attendance and discussion are imperative. Activities will often be collaborative and cooperative. We will have a public exhibition in GC gallery. Whenever possible we will abandon the traditional classroom.

Course Objectives
1. To participate in experimental projects or re-enactments that reflect known methodologies and outcomes of ancient art forms.
2. To examine the role animal and human imagery has played in forming our attitudes and knowledge and to consider how our attitudes and beliefs have influenced the aesthetics of human and animal imagery historically and in popular culture.
3. To investigate the aesthetic language of the presence or absence of the animal and the human in art, science, philosophy, literature, religion, in politics and in culture.
4. To practice play, creative activities and experimentation in knowledge gain, synthesis, innovation and dissemination.

Learning Outcomes
1. To have a better understanding of ancient art practices with possible contributions to research on the subject.
2. To learn to recognize what we are looking at when thinking about the role animal and human imagery has played in forming our attitudes and knowledge.
3. To be able to form questions.
4. To broaden the skills and possible strategies applicable to cognitive exercises.

FALL Grading
-5 points - Per class: Absence, Tardiness more than 15 minutes, Use of phone or pad or laptop for social communication or any other than class business (no exceptions), Unprepared for class, Non-participation.
45 points - Mummification Project (Including readings, lab activities, presentations, supply acquisition)
25 points - Written responses and in class art projects and other.
25 points - Reading Presentations
5 points - Final Exam Question

*Most tasks will be assessed as: Done well: full points (or) Done: half points (or) Not done: zero points.
The experimental nature of this class must allow for valiant effort with dubious outcome. Just do it.

Final Grade points
100.0 – 93.00: A 86.00 – 83.00: B 76.00 – 73.00: C 66.00 – 63.00: D
92.00 – 90.00: A- 82.00 – 80.00: B- 72.00 – 70.00: C- 62.00 – 60.00: D-
89.00 – 87.00: B+ 79.00 – 77.00: C+ 69.00 – 67.00: D+ 59.00 – 00.00: F

Extra credit will never be offered contractually. But extra credit will be given to students whose projects or performance warrants special consideration. Do not ask for extra credit. Extra credit cannot not be an anticipated substitute for assigned tasks.
Fall Required Supplies:
1. USB Drive 32GB + (Flash drive or Thumb drive) for this class only.
2. Moleskine notebook. Pens. (Record keeping: Mummifying project)
3. Supplies for mummification project as will be discussed in class. Research required. Can be expensive. Will include: frankincense, myrrh, linen, sand, alum, baking soda, salt, terracotta pot or substitute, stockings or socks, food animal from butcher, grocery or pet shop, rubber gloves, brushes, paper towels, dissection kits or alternative, plastic bags, plastic bowls, paint, gold leaf, container (as per display requirements discussed in class), etc. Hotplate, painting stirring sticks and glass cooking pot. Collaboration is recommended to save money.
4. Display/exhibition materials and services needed for GC Gallery public exhibition of project results; for instance, printing of posters, frames, shelves, boxes, display accessories, signage.
5. Travel expenses and entry fees to various venues.

Fall Required and Recommended Reading (To be discussed in class)

Excerpts of other texts provided.

There may be changes and additions to this list.

Books and supplies will be discussed the first day of class.

Attendance

Attendance without preparation and participation will be treated as an absence. Tardiness will be treated as an absence. Awake, alert and participating defines attendance – this is not simply signing a sheet or having your body present.

Class attendance is an important component of your grade. You will be excused one absence or one instance of tardiness with no penalty as long as all work is made up by the next class time. Note: this is one absence OR one lateness, not one of each. Any additional absence will incur a 5-point penalty per occurrence. Additional lateness occurrences are penalized as follows; after 15 minutes you are absent. If you notify your professor the day the class is missed or before, these penalties may be excused for emergency situations at the discretion of the professor. If you do not notify the professor the day of the absence or before there is no possibility of waiving the penalty. Since professors will only consider waving the penalty for extreme emergencies, we suggest that you save your one excused absence until the end of the semester.

Although the one unexcused absence will not affect your class participation grade, there will be no make-ups for missed work. You have to be in class or you will receive a zero for the assignment. You are responsible for all material presented and all announcements made in class. Make sure you have contact information of at least one other student to find out what you have missed. It is not the job of the professor to repeat lessons or announcements to students who missed class time. Students are responsible to read all emails sent by the professor and it will be assumed that the student is aware of all material and calendar changes and other information communicated through email.

Electronic Device Policy

Using your electronic devices to enhance our discussions or for note taking will be permitted. Any Facebook, e mail checking, shopping, texting, studying for other classes or any other unauthorized use within class time will result in a (-5) points for that day.

require accommodations, contact the Disability Resource Center, if you have not done so already.
Honors College

Below are sections on Honors College citizenship requirements, academic misconduct and plagiarism and student portfolios.

Disability Notice

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center (DRC), if you have not done so already. Please note that if you have a student who is registered with the DRC, you will receive notification about the student’s disability and a detailed description of accommodations the student will require.

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Physical, Mental and Sensory Challenges

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

Honors Citizenship Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See http://honors.fiu.edu/academics/policies/citizenship/.

Honors Education in the ARTS (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See http://honors.fiu.edu/hearts/.

Academic Misconduct Policy

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following documents for additional information:

FIU Code of Academic Integrity: http://www.fiu.edu/~dwyere/academicintegrity.html
FIU Honors College Student Handbook: http://honors.fiu.edu/handbook0910.html
FIU Honors College Plagiarism Policy: http://honors.fiu.edu/current_policy_plagiarism.html

GL Learning Outcomes for IDH 3034-5

- Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- Course Learning Outcome: Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
- Course Learning Outcome: Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
- Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and
intercultural problem solving.

- **Course Learning Outcome:** Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

**Student Portfolios**

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio method allows for maximum flexibility in gauging student learning. You will decide (with instructor consultation) what “artifacts” or assignments to include for consideration in your portfolios to demonstrate successful achievement of each of the student learning outcomes.

Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment.

Each Honors College course includes at least one assignment that could potentially fit portfolio requirements.

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You cannot do well in this class with poor attendance.

<table>
<thead>
<tr>
<th>August 26</th>
<th>Introduction: Go over syllabus. Reading assignment: Ikram presentations. Assign final question project due Finals Week. Assign book readings and create digital project instructions from reading for next class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2 – September 9</td>
<td>Mummifying project videos. Discuss Reading. <strong>Mummifying assignment discussed.</strong> Create class project instructions. Form groups or alliances. Students assigned gathering of materials and research. Organize groups of mummification types. Outline research. Students start mummification of animal project.</td>
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<tr>
<td>September 16</td>
<td>Book 1 presentations</td>
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<td>September 23</td>
<td>Film: Cave of Forgotten Dreams Refresh Natron.</td>
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<td>September 30</td>
<td>Art project</td>
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<td>October 7</td>
<td>Group research due. Individual status reports.</td>
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<td>October 14</td>
<td>Book 2 presentations</td>
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<tr>
<td>October 21</td>
<td>TBA</td>
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<tr>
<td>October 28</td>
<td>TBA</td>
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</tbody>
</table>
| November 4               | TBA                                                                                                                                                                                                    | Organize next step in mummification process to be done for homework.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>November 11</td>
<td>Book 3 presentations</td>
</tr>
<tr>
<td>November 18</td>
<td>Organize installation</td>
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<td></td>
<td>Saturday November 21 9am until exhibit complete.</td>
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<tr>
<td>November 25</td>
<td>Independent research. No formal class meeting.</td>
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<tr>
<td>December 2</td>
<td>GC Gallery oral presentations.</td>
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<tr>
<td>December 9</td>
<td>Final Exam Question (Might take place week before)</td>
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**NOTES:**