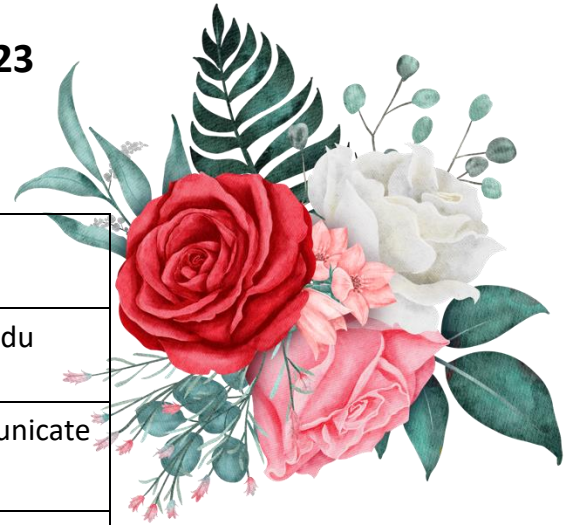
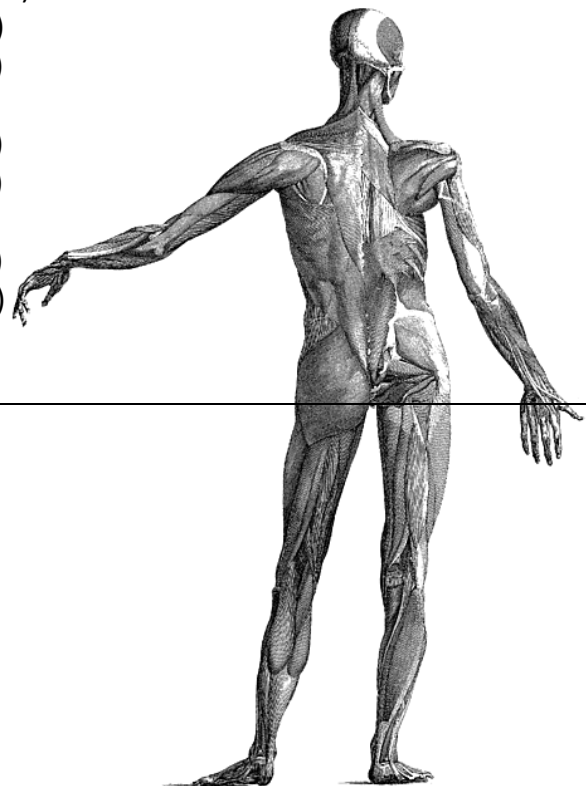
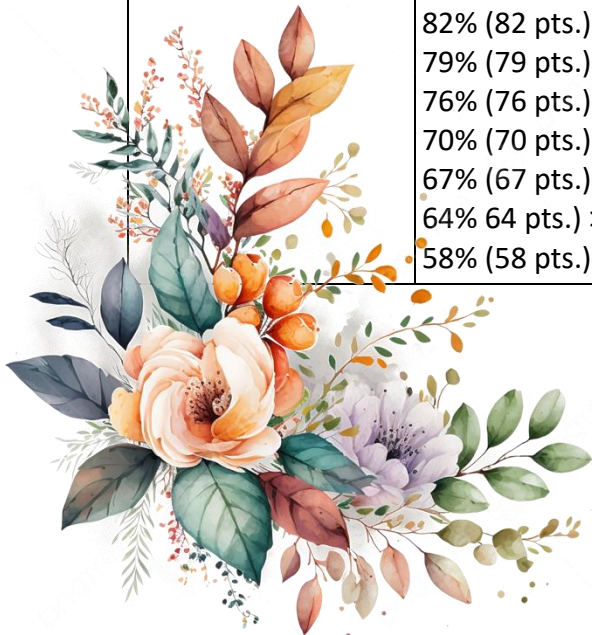


**IDH2930 — Honors (Un)Common Read – Fall 2023**  
**‘The Unseen Body’ by Jonathan Reisman M.D.**  
**class #28669**



Peer Instructor	Milana Mudra, milanamudra@ufl.edu
Faculty Co-Instructor	Dr. Alexander Angerhofer (Dr. A.), alex@chem.ufl.edu
Contact	Please use the Canvas messaging system to communicate with your Instructors.
Class Times	W 4 <sup>th</sup> period (10:40 AM – 11:30 AM) in LIT 0119

Holidays	09/04 (Labor Day), 10/06 (UF Homecoming), 11/10 (Veterans Day), 11/22 - 24 (Thanksgiving holidays), 12/07 - 08 (reading days)
Class Text	<i>The Unseen Body</i> by Jonathan Reisman M.D., Flatiron Books, , New York 2021, ISBN #978-1250246622.
Points Earnable	10× discussion paragraphs @ 2 pts. each for 20 pts. total. 5× active discussion participation @ 8 pts. each for 40 pts. total. 1× 12-15 min. presentation @ 40 pts. each for 40 pts. total. Extra points available: 5× discussion paragraphs and 1× active discussion participation for a total of 16 extra points. Maximum earnable points: 116 out of 100.
Grading Scheme	Out of 100 points: A ≥ 94% (94 pts.) 94% (94 pts.) > A- ≥ 91% (91 pts.) 91% (91 pts.) > B+ ≥ 88% (88 pts.) 88% (88 pts.) > B ≥ 82% (82 pts.) 82% (82 pts.) > B- ≥ 79% (79 pts.) 79% (79 pts.) > C+ ≥ 76% (76 pts.) 76% (76 pts.) > C ≥ 70% (70 pts.) 70% (70 pts.) > C- ≥ 67% (67 pts.) 67% (67 pts.) > D+ ≥ 64% (64 pts.) 64% (64 pts.) > D ≥ 58% (58 pts.) 58% (58 pts.) > E.



**Course Schedule (tentative):**

Date	Reading	Topic	Assignments
08/23/23		Discussion of Syllabus	
08/30/23	pp. 1 - 34	Introduction 1. Throat 2. Heart	Discussion paragraphs, student-led discussion
09/06/23	pp. 35 - 62	3. Feces 4. Genitals	Discussion paragraphs, student-led discussion
09/13/23	pp. 63 - 87	5. Liver 6. Pineal Gland	Discussion paragraphs, student-led discussion
09/20/23	pp. 88 - 119	7. Brain 8. Skin	Discussion paragraphs, student-led discussion
09/27/23	pp. 120 - 144	9. Urine 10. Fat	Discussion paragraphs, student-led discussion
10/04/23	pp. 145 - 168	11. Lungs 12. Eyes	Discussion paragraphs, student-led discussion
10/11/23	pp. 169 - 192	13. Mucus 14. Fingers and toes	Discussion paragraphs, student-led discussion
10/18/23	pp. 193 - 203	15. Blood	Discussion paragraphs, student-led discussion
10/25/23		Guest Lecture	TBA
11/01/23		Topics of Student Interest Related to the Book	Student Presentations
11/08/23		Topics of Student Interest Related to the Book	Student Presentations
11/15/23		Topics of Student Interest Related to the Book	Student Presentations
11/29/23		Topics of Student Interest Related to the Book	Student Presentations
12/06/23		Topics of Student Interest Related to the Book	Student Presentations

**Further Important Information:**

1. **Overview:** IDH2930 are discussion-oriented courses centered around a single book. They provide 1 academic point toward Honors Completion if completed with a grade of B or higher. Grading is primarily participation based. All students are expected to participate vigorously and earn an 'A' in the course.
2. **Goals:** For pre-meds and biological science majors, it's easy to be lost in the academic tedium of studying anatomy and lose sight of its majesty and wonder. The captivating lyricism of Reisman's prose is able to uniquely convey the beauty of the body that resonates with the reader in an intensely memorable way. This course will not only change the way the student thinks about their body in and of itself, but also in their studies. The new and deeply moving perspective they will gain will reinvigorate a passion for learning about the body that may have been lost in higher levels of academia. Students that are not biological science majors will still benefit from seeing their bodies in a new light.

3. **Logistics:** During the first approximately half of the semester we will read the book, approx. two chapters each week. During this period the classroom meeting will be dedicated to active discussion of the text. Students will have read the assigned chapters (see above list) ahead of time and prepare two distinct paragraphs describing topics they found to be of interest to them that they wish to consider in the class discussion. These paragraphs will be submitted on Canvas and are due the day before class meets at 12:00pm to allow the instructor to review and help them prepare to lead the discussion the next day. The second half of the semester will be devoted to student presentations on 'mini research projects' of the students' own choosing. Out of the many topics of interest that were discussed in the first half of the semester students will pick what interests them most and explore it further supported by their own research. These mini research projects will likely involve further reading in the secondary literature and/or other sources of information. Students will make a 12 – 15 minute presentation to the class community during the second half of the semester (12 - 15 minutes talk and 3 minutes discussion). The grade students receive for their presentation (40 points) will come from both peer and instructor evaluations. Sign-up sheets for students to volunteer for the classroom presentations will be available.
4. **Textbook:** The listed book serves as the basis for the reading and is required. It is available in hardcover, paperback, and as an ebook. Any of these editions are fine.
5. **eLearning:** This course uses the canvas eLearning site. Please log on at <https://lss.at.ufl.edu/> to get access to your course page. Assignments should be submitted on canvas.
6. **Assignments – Reading:** Please refer to the reading assignments in the course schedule above. Reading of the book is essential for your participation. You will have to finish reading the assigned chapter(s) on Tuesday prior to our Wednesday class meeting at which the material will be discussed. We will have finished reading and discussing the book itself by October 18<sup>th</sup>.
7. **Assignments – Discussion Paragraphs:** After reading the assigned chapter each week you are expected to write a paragraph **each** on **two** topics of interest which you would like to see addressed in the discussion that week. Each of your paragraphs is worth 2 points. These paragraphs may contain cited statements from the book that you found intriguing, questions that have arisen in your mind after the reading, concepts discussed in the chapter, *etc.* Anything that is related to the reading assignments for that week is fair game. There are seven student-led discussions for which discussion paragraphs will be formulated. The deadline for their submission is on the day before the discussion at noon. This will allow discussion leaders to look at the paragraphs and organize their talking points for the following day.
8. **Assignments – Discussion Participation:** Active participation in the student-led discussions is essential for this book to come to life. Be prepared to expand verbally on your discussion paragraphs, be ready to ask questions, answer questions, and in other ways constructively contribute to the discussion. The instructor will keep track of your participation for grading.
9. **Assignments – Student Presentations:** In the second half of the semester (starting on November 1<sup>st</sup>) each student will deliver a 12 to 15 minute presentation to the class. Students should select an organ, bodily system, or appendage (i.e. pituitary gland, lymphatic system, thumb, etc.) that has or has not been discussed in the book. The presentation will approach the topic/structure in a similar way to the organization of Reisman's chapters, which will entail a research-driven overview and making interdisciplinary connections (or several) that are based on the student's personal experiences. It is expected that the presentations are more in depth than just a review of parts of the book. Students may start working on their research as soon as they decide on their topic of interest. To make sure that your presentation will be successful it is a good idea to share it with your instructor approximately a week in advance so

that she can give you guidance on content and delivery. Students are encouraged to elevate their projects with interactive presentation aids, pictures, food, etc..

10. **Class Attendance:** Regular class attendance is essential for your success in this class. However, we will not do roll calls. Repeated absence in class and discussion session will make it very difficult to earn full participation points. For further information on UF's attendance policies which are in effect for this course, see:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .
11. **Email Policy:** For all course-related business, use your official @ufl.edu gatorlink email address or the e-learning messaging system.
12. **Cell Phone Etiquette:** Please put all cell phones or other electronic devices on 'silent mode' during all class/discussion periods. Please do not leave the classroom during lecture to make a phone call. Thank you!
13. **Classroom Behavior:** Please conduct yourself professionally and responsibly during classroom times. If you want to contribute to the class discussion or ask a question, indicate so by lifting your hand and wait until you are called upon by the discussion leader or presenter. Arriving late or leaving class early can be very disrupting to the presentation, discussion, and other students and should be kept to a minimum. If you have to arrive late for a class period, please enter quietly. If you have to leave the class early you may do so quietly but you should not come back during the same class period. You are permitted to use your notebook computer for note-taking during class as long as it does not disturb your fellow students (*i.e.*, sound has to be off, very quiet keys or use of pen-enabled tablet).
14. **Online Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester. Announcements will be made to students about the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.
15. **Students with Disabilities:** Students requiring special accommodations should register with the Dean of Students Office (<http://www.dso.ufl.edu/>, 352-392-1261) and the Disability Resource Center (DRC, <https://www.dso.ufl.edu/drc>, 352-392-8565), and present documentation from that office to the instructor.
16. **Counseling Services:** The University of Florida provides counseling services for students, staff, and faculty. See <http://www.counseling.ufl.edu/cwc/>. If you or a friend are in distress, call (352) 392-1575 (available 24/7), email [umatter@ufl.edu](mailto:umatter@ufl.edu), or walk in for an emergency consultation during regular service hours (8:00am – 5:00pm) at the Radio Road Site, 3190 Radio Rd. For other hours or weekends, call the Alachua County Crisis Center, (352) 264-6789. For sexual assault recovery services call the Student Health Care Center at (352) 392-1161. For life-threatening emergencies always call 911.
17. **Emergency Numbers and Web Sites:**  
UFPD (UF Police Department): In case of emergency dial 911. The UF campus police non-emergency number is (352) 392-1111. Their web site: <http://www.police.ufl.edu/>  
UF Emergency management: (352) 273-2100. <https://emergency.ufl.edu/>  
Infirmary (student health center): (352) 392-1161, <http://shcc.ufl.edu/>.  
EH&S (Environmental Health & Safety): (352) 392-1591, <http://www.ehs.ufl.edu/>.
18. **Other Academic Resources:** UF provides several other resources for students, such as Library Support here: <http://cms.uflib.ufl.edu/ask>, where you can find various ways to receive assistance with respect to using the libraries or finding resources.

The Career Resource Center is located on level One in the Reitz Union, (352) 392-1601, and provides career assistance and counseling. Refer to <http://www.crc.ufl.edu/> for further info. The Teaching Center is located in Broward Hall, call (352) 392-2010 or (352) 392-6420 and provides students with tutoring services and counseling regarding general study skills. Refer to <http://teachingcenter.ufl.edu/> for further info. It may also provide employment opportunities as tutors for well qualified students.

The Writing Studio is located at 302, Tigert Hall, (352) 846-1138, and provides help with brainstorming, formatting, and writing papers, see: <https://writing.ufl.edu/writing-studio/>.

The Ombuds Office is located at 31 Tigert Hall, (352) 392-1308, and provides students assistance in resolving problems and conflicts that arise in the course of interacting with the University of Florida. By considering problems in an unbiased way, the Ombuds works to achieve a fair resolution and works to protect the rights of all parties involved. For further information go to <http://www.ombuds.ufl.edu/> or refer to the official complaints policy here: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

19. **Honor Code:** This class will operate under the policies of the student honor code which can be found at: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> The students, instructor, and TAs are honor-bound to comply with the Honor Pledge: **We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.**

If you have further questions, please contact us. Have a great semester!

Sincerely, Milana Mudra and Dr. A.