

IDH2930 — Honors (Un)Common Read – Fall 2025
‘The Unseen Body’ by Jonathan Reisman, M.D.
class #26747

NOTE: This course complies with all UF academic policies. For information on those policies and for resources for students, please see UF's "[Academic Policies and Resources](#)" web page.

1. General Information

Instructor	Dr. Alexander Angerhofer (Dr. A.), alex@chem.ufl.edu
Contact	Please use the Canvas messaging system to communicate with your instructor.
Class Times	W 8 th period (3:00 pm-3:50 pm) in SFH221
Office Hours	T 8 th period (3:00 pm–3:50 pm) in CLB318A

Holidays	09/01 (Labor Day), 10/17 (UF Homecoming), 11/11 (Veterans Day), 11/24 – 28 (Thanksgiving holidays), 12/04 – 05 (reading days)
Class Text	“The Unseen Body,” by Jonathan Reisman, M.D., Flatiron Books, New York 2021, ISBN #978-1250246622.

Course Description of IDH2930

Discussion oriented courses centered around a single book.

Prerequisites

There are no prerequisites.

General Education Designation:

none.

Material Fees:

none.

II. Course Goals

Course Objectives

In this course we will read and discuss the book ‘The Unseen Body’ by Dr. Jonathan Reisman in order to:

1. Learn about the human body in an interesting and engaging way that explores new ways of looking at body parts and bodily functions.
2. Learn how medicine is practiced in different locations and settings around the world.

Student Learning Outcomes:

At the end of the course you will have achieved the following outcomes:

1. Content: Demonstrate working knowledge about the following body parts and their functions: throat, heart, genitals, liver, pineal gland, brain, skin, fat, lungs, eyes, fingers, and toes. You will also have a working knowledge of the following bodily liquids and secretions: blood, mucus, feces, and urine.
2. Critical Thinking: You will be able to analyze and evaluate how the knowledge about the human body fits into a holistic image of the human body and how it contributes to human health. You will appreciate how people in other cultures look at the body from their own perspectives.
3. Communication: You will be able to carry out your own background research on the human body and human health, and present your insights effectively to others.

III. Graded Work

Description of Graded Work

Assignment	Description	Requirement	Points
Online Discussion Posts (ODP)	Online Discussion Posts. Post questions and ideas you wish to discuss in the discussion meetings pertaining to the weekly readings. Submit on canvas.	2 paragraphs (one for each chapter)	20 (10×2)
In-Class Participation Grade (ICP)	Will be earned by actively participating in class during the weekly discussions during week 2 through 8. A minimum of five ICPs are needed for full credit.	active participation	20 (5×4)
Discussion Leader (DL)	Together with one or two other students you will lead the in-class discussion for a given week on that week's reading assignments.	lead student discussion	20 (1×20)
Student Presentation (SP)	15 minute oral presentation on a topic of student's choice related to the course. Presentations will be partially peer-reviewed/graded.	15 min oral presentation	40 (1×40)
Total:			100

Grading Scale

Points Earnable	10× discussion paragraphs @ 2 pts. each for 20 pts. total. 5× active discussion participation @ 4 pts. each for 20 pts. total. 1× discussion leader @ 20 pts. each for 20 pts. total. 1× 15 min. presentation @ 40 pts. each for 40 pts. total. Extra points are available: 4× discussion paragraphs and 1× active discussion participation for a total of 12 extra points. Maximum earnable points: 112 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.

Notes:

1. For information on how UF assigns grade points, visit [this link](#).
2. A minimum grade of B is required to earn Academic points towards your Honors Completion Requirements. Once you have earned your final grade in this course, please upload the course information and final grade from your Unofficial Transcript into your Honors Canvas Cohort: Honors Completion module to earn Honors Milestone/Completion credit.

Student Presentation Rubric for Peer-grading

Presenter Name: _____ Presentation Title: _____ Date: _____

Time presentation began: _____ Time presentation ended: _____

Criteria (graded on a scale from 1 – 8)	8	6	4	2	Pts. earned
Content (accuracy, based on own research, new material, clarity of arguments) (max 8 pts)	Content presented is accurate and based on own research and new material is presented; there is a clear logical flow, essential information is emphasized.	Content appears accurate with some evidence of own research and some new material; there is a logical flow to the arguments presented.	Some content facts seem questionable with little evidence of own research and almost no new material presented; arguments don't follow a logic path.	Content seems questionable; no evidence of own research, no new material presented; no logical path throughout the presentation.	
Form (Introduction, body, conclusion, and references) (max 8 pts)	Presentation starts with a short and engaging introduction, body contains several well-structured points, and ends with a brief rational conclusion and references.	Presentation follows the main structure and has all parts but misses transitions or the parts are out of proportion.	Several important parts (introduction, body, conclusion, references) are missing, out of order, mixed together, or are out of proportion.	No perceptible introduction, body, or conclusion. Reference list is missing.	
Presentation (clarity, audibility, eye contact, verbal fillers) (max 8 pts)	Presenter is articulate, audible to the people in the back row, maintains eye contact with the audience, and avoids verbal fillers (um, uh, er, etc.) and unnecessary pauses while maintaining an engaging flow.	Presenter is audible to all most of the time, maintains eye contact with many in the audience, and uses very few verbal fillers or unnecessary pauses.	Presenter mumbles or is sometimes difficult to hear in the back row, eye contact with the audience is sparse, flow is interrupted by pauses and/or verbal fillers, flow of the presentation is choppy.	Presenter constantly mumbles or speaks so softly that the back row can't hear, eye contact is lacking, speaker reads off text from powerpoint slides, presentation is constantly interrupted by pauses and/or verbal fillers.	
Visual Aid (engaging, not dominating, neat, creative powerpoint slides) (max 8 pts)	The visual aid complements the speech and is neat (no typos), colorful, and creative. Text is sparse and has large font for good readability.	The visual aid connects to the speech and is mostly neat, colorful, and creative. Text fonts could be bigger and amount of text less to avoid distraction.	The visual aid somewhat connects to the speech and is somewhat neat and colorful but lacks creativity or dominates the presentation. There is too much text and/or fonts are too small.	The visual aid lacks connection with the presentation and is messy, creativity is lacking, consists of just words.	
Confidence & Attitude (enthusiasm, poise, body language, engaging) (max 4 pts)	Speaks with enthusiasm and poise, body language supports the flow of the presentation, audience is engaged.	Speaks mostly with enthusiasm and poise, body language supports the flow of the presentation most of the time, audience is mostly engaged.	Speaks with some enthusiasm and poise, body language is disconnected from presentation, audience is somewhat engaged.	Speaks with little or no enthusiasm and poise, body language distracts from the flow of the presentation, audience is unengaged.	
Time (max 4 pts)	Speech is within the allotted time (12 - 15 min)	Speech is either too short or too long (\pm 30 sec)	Speech is either too short or too long by 1 min.	.Speech is either too short or too long (less than 4 min or has to be stopped because > 8 min)	
Total Points:					

IV. Course Schedule/Calendar:

Date	Reading	Topic	Assignments
08/27/25		Discussion of Syllabus	
09/03/25	pp. 1 – 34	Introduction, 1. Throat 2. Heart	Discussion paragraphs, student-led discussion
09/10/25	pp. 35 – 62	3. Feces 4. Genitals	Discussion paragraphs, student-led discussion
09/17/25	pp. 63 – 87	5. Liver 6. Pineal Gland	Discussion paragraphs, student-led discussion
09/24/25	pp. 88 – 119	7. Brain 8. Skin	Discussion paragraphs, student-led discussion
10/01/25	pp. 120 – 144	9. Urine 10. Fat	Discussion paragraphs, student-led discussion
10/08/25	pp. 145 – 168	11. Lungs 12. Eyes	Discussion paragraphs, student-led discussion
10/15/25	pp. 169 – 203	13. Mucus 14. Fingers and Toes 15. Blood	Discussion paragraphs, student-led discussion
10/22/25		Meet the Author – Dr. Reisman will meet with us on Zoom.	Prepare Questions for Dr. Reisman.
10/29/25		Topics of Student Interest Related to the Book	Student Presentations
11/05/25		Topics of Student Interest Related to the Book	Student Presentations
11/12/25		Topics of Student Interest Related to the Book	Student Presentations
11/19/25		Topics of Student Interest Related to the Book	Student Presentations
12/03/25		Topics of Student Interest Related to the Book	Student Presentations

V. Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Stephen Miller (asochair@chem.ufl.edu, 352-392-0541). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

VI. 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. **Perspective:** For pre-med students and biological science majors, it's easy to get 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 half of the semester we will read the book, approx. two chapters each week. During this period the classroom meetings 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 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, *i.e.*, Tuesdays at noon (12:00 pm) to allow the discussion leaders time to review and prepare to lead the discussion the next day. Students will take turns serving as discussion leaders. 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 may arise while reading the book, students may 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 15 minute presentation to the class, followed by 2 minutes of discussion. Please make use of your instructor's office hours to help you fine-tune your presentation. 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 discussion leader role and for 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. **E-learning:** This course uses the Canvas E-learning site. Please go to <https://elearning.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 chapters on Tuesday prior to our Wednesday class meeting at which the material will be discussed. We will have finished the reading and discussion of the book by October 15.

7. **Assignments – Discussion Paragraphs:** After reading the assigned chapters each week, you are expected to write one paragraph **each** per chapter of the reading material on topics of interest to you that you would like to see addressed in the discussion. Each of your paragraphs is worth 2 points. These paragraphs may contain 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 – Leading the Discussion:** For one of the seven discussions you will be a discussion leader together with one other student. You should work as a team and come prepared to lead the discussion. Start with a very brief review of the chapter that had been assigned for the week, followed by discussion points you picked from the various topics that were indicated in the discussion paragraphs of your classmates as well as your own. Make sure to draw your fellow students into a lively discussion. Your instructor will keep track of your discussion leadership for grading.
10. **Assignments – Student Presentations:** Each student will deliver a 12 to 15 minute presentation to the class. Students should select an organ, bodily system, fluid, 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 he can give you guidance on content and delivery. Students are encouraged to elevate their projects with interactive presentation aids, pictures, *etc.* 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.
11. **Email Policy:** For all course-related business, use your official @ufl.edu gatorlink email address or the e-learning messaging system (preferred). I will generally not respond to emails from other sources (*e.g.*, your gmail or yahoo address *etc.*).
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 to make a phone call.
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 or tablet 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. Honors Program contact information:

Honors Program, 201 Walker Hall, 352-392-1519

Quick questions for an Honors advisor? Email advisor@honors.ufl.edu

Need an Honors advising appointment? Schedule via Microsoft Bookings:

<https://bit.ly/ufhonorsadvising>

15. **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 me. Have a great semester!

Sincerely Yours, Dr. Alexander Angerhofer (Dr. A)