

## HMXP 102 SPRING 2008

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Office Hours: 9:30-11:30 MW, 9:30-10:30 T, and by appointment

Classes: 12-12:50 MWF, Owens 108

### **Texts:**

*The Human Experience: Who Am I?* Alice Burmeister and Kathy Lyon, eds. Littleton, MA: Tapestry Press, 2007.

Winthrop University, *Prentice Hall Reference Guide*

Smith, Lee. *Oral History*. New York: Ballantine Books, 1983.

### **Course Goals:**

**Students will be engaged as active learners.** As they treat the “self” as the subject of study, students will consider how various perspectives and bodies of thought bear on their own identities. They will “try on” different lenses for understanding the self and their own identities. They will engage in this study at a personal level and reflect on how they can use their college experience to grow and develop.

**Students will develop dialogue skills—reading, reflecting, discussing, and writing—for their full participation in a variety of communities, especially the university community.** By engaging in reflective, critical thought and informed discussion on a question of central importance, such as the nature of the self, students will learn to value multiple perspectives on issues. They will witness and appreciate how, as members of a learning community, we benefit from drawing upon various perspectives and learning from each other.

**Students will understand that knowledge is constructed, arising from a variety of perspectives.** By examining various methods of understanding and notions of the self, students will come to understand how any given perspective both reveals and conceals. Students will see how foundational assumptions within a given perspective both enhance and limit the value of that perspective. Students will see knowledge as arising from particular points of view within various communities rather than as autonomous chunks of objective information.

**Students will understand the self as both isolated and connected.** Students will consider and reflect on notions of self that include individual and communal definitions. They will be challenged to articulate perspectives on the self that range from the isolated organism to the self as constructed within various communities. The

commonalities among various selves and the unique characteristics of each self comprise a major theme of the course, and students will develop and demonstrate understanding of the origins, strengths, and limitations of each perspective.

**Students will recognize and appreciate a variety of viewpoints.** By considering a variety of perspectives in a supportive, yet critically astute learning community, students will develop a greater capacity for tolerance and respect.

### **Course Requirements:**

In order to receive credit for this course, you must have received a **C-** or better in Writing 101. To progress to CRTW, you must earn a **C-** or better in this course. Assignments for this class will be weighted as follows:

Essay 1	15%	Oral Presentation 1	10%
Essay 2	15%	Oral Presentation 2	10%
Essay 3	15%	Participation in Class Discussion,	
Essay 4	15%	Reading Quizzes, and Daily Work	20%

**A note on drafts:** I will be happy to read rough drafts of your papers and comment on some of the issues you may need to work on in order to get a better grade. Both you and your draft must come to my office for this purpose, at least 24 hours before the paper is due. Additionally, the Writing Center in 242 Bancroft is available at no charge. If you need an appointment, please call 2138.

### **Grading Standards**

Numerically, grades are as follows:

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	59 and below	F

A more specific description of how papers are graded can be found on the rubric attached to this syllabus.

### **Plagiarism Policy**

All work in this class that uses outside sources must be documented correctly in the MLA documentation style. Please review the English Department's policy on Using Borrowed Information at <http://www.winthrop.edu/english/plagiarism.htm>. You are responsible for reviewing the Code of Student Conduct in your *Student Handbook* and the description of plagiarism in *The Prentice-Hall Reference Guide to Grammar and Usage* and handling source materials correctly. If you turn in plagiarized work, I reserve the right to assign

you a failing grade for the course. The University Policy on Plagiarism is explained at <http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm> under section V, "Academic Misconduct."

We will be using [www.turnitin.com](http://www.turnitin.com) this semester; I will provide more information on that closer to the dates of assignments. Papers not submitted to [www.turnitin.com](http://www.turnitin.com) will not be graded.

### **Attendance Policy**

Winthrop policy is that students who miss more than 25% of the classes in a semester cannot receive credit for the course.

### **Late Paper/ Assignment Policies**

Generally, writing assignments may be turned in early, but not late. Every day an assignment is late (including weekend days) is five points off the final grade.

### **Accommodations**

If you have a disability and need classroom accommodations, please contact Ms. Gena Smith, Coordinator, Services for Students with Disabilities, at 323-3290, as soon as possible. Once you have your professor notification letter, please notify me so that I am aware of your accommodations well before the first accommodated assignment is due.

### **Technology Requirements**

I conduct most of my business with students using e-mail. If you do not have an e-mail account, go to 15 Tillman immediately to set it up. All class e-mail will be sent to your campus e-mail address, so make sure you set it to forward to any off-campus account you use (e.g. Comporium, AOL, Yahoo!, etc.) You must have a working Winthrop PO Box e-mail address by the third day of class. All students must subscribe to the class listserve.

You can also find the syllabus and additional course materials on my website: <http://faculty.winthrop.edu/cothranc>.

### **Class Schedule:**

Note: assignments are due on the days next to which they appear.

<b>Date</b>	<b>In-Class</b>	<b>Homework</b>
Monday January 14	Introductions, Review Syllabus	
Wednesday January 16	<b>Self and Education/The Autonomous Self</b> Essay 1 assigned	Plato, "The Allegory of the Cave," p. 3
Friday January 18	The Cost of Speech	Plato, <i>Apology</i> , p. 15 and Bohm, "On

		Communication," p. 12
Monday January 21	<b>Martin Luther King, Jr. Holiday</b> <b>No classes.</b>	
Wednesday January 23	Practice Speaking	King, "I Have a Dream," p. 240
Friday January 25	Writing Instruction	Bring a typed, 2 page draft of Paper 1 to class
Monday January 28	<b>ESSAY 1 DUE</b> Assign groups for leading classes; discuss responsibilities	
Wednesday January 30	<b>Self and Community</b> Essay 2 assigned	Myers, "Ingroup and Outgroup," p. 61
Friday February 1	Double Consciousness	DuBois, "The Souls of Black Folk," p. 64
Monday February 4	Do you define yourself or does your culture define you?	Loury, "Free at Last," p. 69 and McIntosh, "White Privilege," p. 75
Wednesday February 6	Presentation – Group 1	Menkiti, "Person and Community in Traditional African Thought," p. 131
Friday February 8	Masculine and Feminine	Hemingway, "The Short Happy Life of Francis Macomber," (See p. 107 for web address to access short story.)
Monday February 11	<b>ESSAY 2 DUE</b>	
Wednesday February 13	Presentation – Group 2	Marx, "The Manifesto of the Communist Party," p. 114 and Marx, "The

		Alienation of Labor,” p. 122
Friday February 15	More, more, more!	Swimme, “How Our Kids Get Caught Up in Consumerism,” p. 111
Monday February 18	For richer, for poorer Essay 3 Assigned	Bellah, “Why Do We Need a Public Affairs Mission,” p. 149
Wednesday February 20	Presentation – Group 3	“The Bill of Rights,” p. 139 “Firearm Statistics,” p. 141
Friday February 22	No class	Work independently on papers and presentations
Monday February 25	What does the word morality mean to you?	Gilligan, “In a Different Voice,” p. 83
Wednesday February 27	<b>Self and Nature</b> Presentation – Group 4	Ridley, “Human Nature,” p. 167 Ridley, “”from <i>Genome</i> , the Autobiography of a Species in 23 Chapters,” p. 157
Friday February 29	Molecules and magic	Eisely, “The Secret of Life,” p. 178
Monday March 3	<b>Self and the Sacred</b>	Moore, “The Sacred Arts of Life,” p. 244
Wednesday March 5	Presentation – Group 5	Lewis, from <i>Mere Christianity</i> , p. 219 and Tillich, “What Faith Is,” p. 225
Friday March 7	A Purpose-Driven Life	King, “I Have a Dream,” p. 240 and Camus, “The Myth of Sisyphus,” p. 241
Monday March 10	Writing Instruction Discussion of Group Presentation for Exam	Bring a typed, 2 page draft of Paper 3 to class

Wednesday March 12	Islam and Christianity	Armstrong, "The God of Islam," p. 232
Friday March 14	<b>ESSAY 3 DUE</b> Essay 4 Assigned	
Monday March 17	Spring Break	
Wednesday March 19	Spring Break	
Friday March 21	Spring Break	
Monday March 24	History and the Fairy Tale	Smith, <i>Oral History</i> , 1-81
Wednesday March 26	"I will hate him now to the day I die, and that's a fact, I don't care if it's not Christian." Advising for Fall 2008 begins	Smith, <i>Oral History</i> , 81-94
Friday March 28	Snake Handling	Smith, <i>Oral History</i> , 97-166
Monday March 31	Responsibility	Smith, <i>Oral History</i> , 169-229
Wednesday April 2	"Don't you ever come back here no more...you'll likely hear what you don't want to hear."	Smith, <i>Oral History</i> , 233-286 (the end!)
Friday April 4	Writing Instruction	Bring a typed, 2 page draft of Paper 4 to class
Monday April 7	<b>ESSAY 4 DUE</b>	
Wednesday April 9	Biophobia  Registration for Fall 2008 begins	Orr, "Love It or Lose It," p. 212 Ness Interview, "Simple in Means, Rich in Ends," p. 207
Friday April 11	Humans and Nature	Quinn, "An Adventure of Mind and Spirit," p. 200

Monday April 14	Meet in library for workshop; choose article for exam presentation	
Wednesday April 16	Library workshop for exam presentations	
Friday April 18	Individual in-class presentations	“Beyond the Comfort Zone” Assignment
Monday April 21	Individual in-class presentations	“Beyond the Comfort Zone” Assignment
Wednesday April 23	Tying It All Together!	
Friday April 25	Presentation – Group I	
Monday April 28	Presentation – Group II	
Tuesday April 29	<b>Study Day</b>	
May 1	Final Exam: 11:30 AM Presentation – Group III Presentation – Group IV	