Instructor: Amanda Hiner, Ph.D.  
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Website: http://faculty.winthrop.edu/hinera

Office Hours: MW 12:30 – 2:30 p.m.; TR 8:00 – 11:00 a.m.  
Class Hours: TR 12:30 – 1:45 p.m.  
Section Number: Honors-003  
Credit Hours: Three (3)  
Class Location: Bancroft 371

Required Texts  

Course Description  
HMXP 102, The Human Experience, encourages students to join the learning community of Winthrop University through critically reading, thinking about, and writing on a number of substantive texts on a common set of themes. The course engages students in challenging and thought-provoking considerations of human identity and of descriptions and definitions of the self within four fundamental contexts: education, nature, community, and the sacred. This course will consider questions such as the following: What makes humans unique? How do we define ourselves as individuals against and in opposition to others in our communities? How do we define ourselves as members of communities, as those who share common values, beliefs, mores, and customs? What is our relationship to the sacred, and how does this relationship limit and empower our functions as humans? How are our values and beliefs established and upheld? What are our obligations to others in our communities? To our global community? To our natural world? How do we, in the words of Wallace Stevens, find “what will suffice,” and how do we practice living in a valuable and meaningful way?

HMXP 102 and Student Goals in the Touchstone Program  
HMXP 102 is completed as part of the Touchstone Program, Winthrop University’s distinctive approach to general education. In HMXP 102, students encounter life-changing ideas about identity, engage scholarly texts individually and collectively, and hone thinking through integrative, thesis-focused writing. Thus, HMXP helps students make progress toward several of their goals (italicized) in the Touchstone Program.

Goal One: To communicate clearly and effectively in standard English  
Goal Two: To acquire and appreciate quantitative skills  
Goal Three: To use critical thinking, problem-solving skills, and a variety of research methods  
Goal Four: To recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles  
Goal Five: To understand scientific knowledge in terms of its methods or acquisition, its specific quantitative nature, and its dynamic and contingent character  
Goal Six: To understand aesthetic values, the creative process, and the interconnectedness of the literary, visual, and performing arts throughout the history of civilization  
Goal Seven: To examine values, attitudes, beliefs, and habits which define the nature and quality of life

University-Level Competencies (ULCs)  
In addition, the required course work and discussions in HMXP 102 foster and develop all four of Winthrop University’s University-Level Competencies, learning outcomes that apply across all undergraduate programs:  
Competency One: Winthrop graduates think critically and solve problems.
Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

Competency Two: Winthrop graduates are personally and socially responsible.
Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

Competency Three: Winthrop graduates understand the interconnected nature of the world and the time in which they live.
Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

Competency Four: Winthrop graduates communicate effectively.
Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

Student Learning Outcomes in HMXP 102
The successful HMXP student will
- be an active engaged learner,
- understand the self as both isolated and connected,
- understand that knowledge is constructed,
- see knowledge as connected and related,
- develop the abilities for reflective participation in a university community
- master reading habits which are engaged, active, and critical,
- write focused, persuasive, and compelling arguments in response to course themes and readings
- master the requirements of MLA documentation style
- engage in respectful but challenging discourse with peers and with the instructor

Assigned Reading and Research
This course will require careful and attentive reading of all material assigned from the Prentice Hall Reference Guide, HMXP 102: The Human Experience – Who Am I?, The Boy Who Harnessed the Wind, website sources, and class handouts provided in class. You may be assigned in-class writing assignments and group exercises in response to the daily reading material. In addition, as a student in an Honors section of HMXP 102, you will be expected to contribute meaningfully and consistently to sustained, substantive discussions of the assigned material during each class period.

Assigned Papers and Activities
- Three four-to-five page (minimum 1000 words) essays and one six-to-seven page (minimum 1500 words) essay which demonstrate the student’s ability to present an assertive, logical, and well-supported argument and analysis of assigned readings and class themes. All four essays must include borrowed material from assigned and/or outside sources, and all borrowed material must be documented correctly according to MLA guidelines.
- One five-minute “Key Term Presentation” in which a key term from our assigned readings is defined and discussed in preparation for our class discussion of the related reading.
- One final exam which will consist of a creative project which provides a visual representation of a theme or concept covered in our class readings. During the final exam period, students will present their creative projects to their peers in a five-to-seven minute formal verbal presentation.
- In-class small-group activities emphasizing discussion and problem-solving techniques.
- Consistent, substantive verbal participation in class, to be assessed in accordance with the Class Participation Rubric provided in class. (Please understand that this course is largely built on small-group and large-group
discussions, and it is imperative that you attend class, read all assigned texts, and contribute meaningfully and frequently to the class discussions. Failure to do so will result in a lowered grade in the course.

- Periodic unannounced reading quizzes designed to test basic comprehension of assigned readings.
- Extra Credit Opportunity: Attendance and participation at an informal conversation with Common Book author William Kamkwamba on Friday, April 4th at 9:30 a.m. in Dina’s Place.

**Grading of Assignments**

The HMXP writing competency rubric is available at the University College website. All essays will be graded in accordance with this published rubric. Your “In-Class Participation” grade will be determined by your verbal participation in class and in small group work and by your performance on the in-class writing assignments. I will assess your in-class verbal participation against the Verbal Participation Rubric provided for you in class. Please understand that in order to receive a “B” in in-class participation, you must offer substantive comments and/or questions at least once during each class period. **In addition, you must turn in all four required essays in order to pass the class.** Your final grade will be determined according to the following breakdown of percentage points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Critical Reading</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>05%</td>
</tr>
<tr>
<td>Key Term Presentation</td>
<td>05%</td>
</tr>
<tr>
<td>Essay One</td>
<td>15%</td>
</tr>
<tr>
<td>Essay Two</td>
<td>15%</td>
</tr>
<tr>
<td>Essay Three</td>
<td>15%</td>
</tr>
<tr>
<td>Essay Four</td>
<td>20%</td>
</tr>
<tr>
<td>Final (Creative Project/Oral Presentation)</td>
<td>15%</td>
</tr>
</tbody>
</table>

Your essay grades and your final grade will be based on the following plus/minus 100 point scale:

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

You must earn a C- or better in WRIT 101 to enroll in HMXP 102. You must earn a C- or better in HMXP 102 to enroll in CRTW 201. You must pass CRTW 201 with a C- or better. If you do not successfully complete CRTW 201 by the time you have earned 75 hours, you will only be allowed to register for 12 hrs/semester and no courses numbered above 299 until you have successfully met this requirement.

**Attendance Policy**

Once your final grade has been determined by the plus/minus grading scale, **the following attendance policy will affect your final grade in the course:** Three absences (excused or unexcused) or less will have no effect on your final grade in the course. Four absences will subtract four percentage points from your final grade, and five absences will subtract five percentage points. Six absences will subtract six percentage points from your final grade. **Seven or more absences (equal to 25% of the course) will result in a grade of “N,” “F,” or “U,” whichever is appropriate.** If you arrive after roll is taken, it is your responsibility to remind me after class that you should be marked “present.” I make every effort to carefully record student attendance on a daily basis. My official record of class attendance will be the only record used to determine student attendance at the end of the semester. I will not change my record of student attendance based upon a student’s memory of how many classes were attended.

**Late Paper Policy**

All due dates for essays, assignments, and readings are noted in the syllabus. You should note that **you will lose one-half letter grade for each calendar day an essay is turned in late.** You may not make up an assignment which is specifically designed to be done in class (e.g. in class writing assignments, in-class group discussion activities, reading quizzes, etc.).
All essays must be submitted to Turnitin by midnight on the day they are due in class. No paper will be graded that has not been successfully submitted to Turnitin. It is your responsibility to make sure that you know how to use and successfully submit papers to Turnitin.

**Turnitin.com**
In order to be graded, papers must be submitted to Turnitin.com by midnight on the day the paper is due in class. “I couldn’t get Turnitin to work” does not constitute an excuse for late submission of a paper. Student tutorials for using turnitin.com are available at [http://www.winthrop.edu/dacus/About/studentTIIinstructions.htm](http://www.winthrop.edu/dacus/About/studentTIIinstructions.htm).

Turnitin Class I.D.: 7412115
Turnitin Class Password: hmxp001h

**Revision and Draft Policy**
You may choose one of the first three essays to submit as revisions for a revised grade. Your revision grade will be an average of the original grade and the final grade on the essay. I will not accept any revisions after the noted revision due date. I will be happy to comment on and provide feedback on drafts submitted to me in my office or in class up to 48 hours prior to the paper’s due date. I will not accept drafts for review two days (or less) before the paper is due. I will make every attempt to return drafts to you within 48 hours of receiving them. I will not proofread or make sentence-level corrections on your papers, but will comment on any weaknesses or strengths I see in the draft.

**Plagiarism and Academic Honesty**
Plagiarism refers to the act of presenting someone else’s thoughts, words, ideas, or lines of argument as your own. Plagiarism is a serious academic offense which can result in failure in a course and, whether intentional or not, is a violation of the Code of Student Conduct (see [http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm](http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm)). The English Department’s document *The Correct Use of Borrowed Information* thoroughly explains the scope of this academic violation (see [http://www.winthrop.edu/cas/english/default.aspx?id=21084](http://www.winthrop.edu/cas/english/default.aspx?id=21084)). This document is also included in your Prentice Hall Handbook.

**Student Code of Conduct**
As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online Student Handbook ([http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf](http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf)).

**Use of Technology**
Winthrop automatically generates a listserv for each class using the Winthrop e-mail addresses of all students enrolled in a class on the first day of instruction. If you add the class late or if you prefer to use an alternate e-mail address, you must personally enroll in the listserv. You can find the instructions for doing so at [http://www.winthrop.edu/acc/emailsrv.asp](http://www.winthrop.edu/acc/emailsrv.asp). All students are required to enroll in the class listserv by the second class period. All materials distributed on the class listserv or website must be printed out, read, and brought to class. **All cell phones must be set to “vibrate” and put away in backpacks during class. No texting or cell phone use is permitted during class time.**

**Instructor Availability**
You can expect me to be available as a resource from which to draw and to obtain feedback. I am very responsive to email questions as long as I know who the email is from and have all information necessary to provide a complete answer. While I do check my email and voicemail regularly, including weekends (if I am in town), I do not necessarily check them more than once a day or late in the evenings. Therefore, if you procrastinate on an assignment, you may not have the information you need to complete the assignment appropriately. Please plan your time accordingly to maximize the probability that you will receive a response in time for it to be useful.

**Writing Center**
The Writing Center, located in 242 Bancroft Hall, provides free consultation and tutoring. You are encouraged to seek assistance there when drafting or revising your essays. Please call the Writing Center to schedule an appointment well in advance of your assignment due date (x2138); you may access the Writing Center website at [www.winthrop.edu/wcenter](http://www.winthrop.edu/wcenter).
**Academic Success Center**
Winthrop’s Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at 803-323-3929 or visit [www.winthrop.edu/success](http://www.winthrop.edu/success).

**ONCA Statement**
The Office of Nationally Competitive Awards is here to help you find and apply for scholarships, fellowships, and awards for everything from study abroad to graduate school tuition. Please check out the ONCA website at [www.winthrop.edu/onca](http://www.winthrop.edu/onca) and fill out a Student Information Form, then email Dr. Bickford at onca@winthrop.edu to make an appointment. The right nationally competitive award is out there for YOU! Let's get started.

**Syllabus Change Policy**
In the event that I must make minor changes in the syllabus or reading schedule, I will notify you of those changes in writing, in class, and through the class listserv. It is your responsibility to follow the most recent and updated course syllabus.

**Students with Disabilities**
Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 803-323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester.

**Expectations for Classroom Behavior/Safe Zones Statement**
The classroom environment should provide a safe environment for exploring ideas and challenging assumptions. Students are expected to listen respectfully to the voices of other individuals and to share their own opinions and values in a positive, respectful manner. Students and the instructor are expected to treat each member of the class with respect and civility. It is my expectation that all students consider the classroom a safe and friendly environment where they will be treated with care and kindness. Classroom behavior that a reasonable person would view as substantially or repeatedly interfering with the conduct of the class will not be tolerated in this course. Students who engage in disruptive behavior will be subject to sanctions as specified in the Student Conduct Code.

**Global Learning Initiative**
This course participates in the Global Learning Initiative through the careful study of how humans derive a cohesive sense of self within and against communities in varied times, nations, and cultures, including the United States, Africa, China, Ancient Greece, England, and Europe.

**Time and Location of Final Exam**
Winthrop University policy requires that all classes meet during their scheduled final examination period. This schedule can be found on the Records and Registration website at [http://www.winthrop.edu/recandreg/calendars/default.htm](http://www.winthrop.edu/recandreg/calendars/default.htm). Winthrop University policy specifies that personal conflicts such as travel plans and work schedules do not warrant a change in examination time. You are responsible for checking the time of your final examination and for making arrangements to be there. The final exam will consist of a five-to-seven minute formal presentation in which you share how your creative project addresses and amplifies course themes and topics. The final exam will be held in our regular classroom at **11:30 a.m. on Thursday, May 1st, 2014.**
# COURSE SCHEDULE OF READINGS AND ASSIGNMENTS

**Note:** All readings and assignments must be completed by the date to which they are assigned.

<table>
<thead>
<tr>
<th>Date</th>
<th>Themes</th>
<th>Assigned Readings and Class Discussion Topics</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>T Jan. 14</td>
<td>Introduction to Course and Course Policies.</td>
<td></td>
<td>Read the syllabus carefully and bring signed “Student Understandings” form to the next class period.</td>
</tr>
</tbody>
</table>
| R Jan. 16 | The Self and Education                   | • Plato, *The Allegory of the Cave*, #1.  
• Critical Reading Handout.                                                                                     |                                                                             |
| F Jan. 17 |                                       | • Last day to add/drop without Dean’s permission.                                                              |                                                                             |
| M Jan. 20 |                                       | • **MLK Holiday – No Classes.**                                                                               |                                                                             |
• Discuss ENGL/WRIT Rubric in class.                                                                              |                                                                             |
| R Jan. 23 |                                       | • Lakoff and Johnson, from *Metaphors We Live By*, #2.  
• Bohm, *On Communication*, #3.                                                                               | **Key Term Presentations**                                                  |
| T Jan. 28 |                                       | • Orwell, “Politics and the English Language,”” #6.  
• John Cardinal Henry Newman excerpt on education, handout.  
• Last day to declare S/U option.                                                                              | **Key Term Presentation**                                                   |
| R Jan. 30 | The Autonomous Self                      | • Mill, *Of the Liberty of Thought and Discussion*, #8  
• Friedman, “The Relation Between Economic Freedom and Political Freedom,”” #9.                                 | **Key Term Presentations**                                                  |
• Jefferson, “The Declaration of Independence,”” #11  
• Writing Instruction: Focus, Thesis, Evidence; Incorporating Borrowed Material Smoothly into Texts (I-I-E Approach); MLA Documentation | **Key Term Presentation**                                                   |
• *Chronicle of Higher Education* article “Can Science Explain Everything,”” website.                         | **Key Term Presentation**                                                   |
| T Feb. 11 |                                       | • Pinker, “My Genome, My Self,” #12.  
• Ridley, “Human Nature,”” #33.                                                                                 | Essay One Due in Class.                                                      |
| R Feb. 13 |                                       | • Sovacool/Brown, “The Compelling Tangle of Energy and American Society,”” #36.                                 | **Key Term Presentations**                                                  |
| T Feb. 18 |                                       | • Eiseley, ”The Secret of Life,”” #35.  
• Sandel, “The Case Against Perfection,”” #34.                                                                     | **Key Term Presentation**                                                   |
• Achebe, “Marriage is a Private Affair,” listserv.                                                              | **Key Term Presentation**                                                   |
| T Feb. 25 |                                       | • Myers, *Ingroup and Outgroup*, #15.  
• Menkiti, “Person and Community in African Traditional Thought,”” #26.                                               | **Key Term Presentations**                                                  |
<p>| R Feb. 27 |                                       | • <strong>No Class</strong> – Dr. Hiner at an out-of-state academic                                                          |                                                                             |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
               - Writing Instruction: Constructing Sound Arguments and Use of Evidence; *They Say, I Say* handout. |
               - Writing Instruction: Logical Fallacies Essay Two Due in Class. |
                   - Loury, “Free at Last? A Personal Perspective on Race and Identity in America,” #17.  
                   - Last day to withdraw or rescind S/U option. Key Term Presentations |
               - King, “I Have a Dream,” #43. Key Term Presentations |
| T Mar. 18| - No Class – Spring Break. Over Spring Break, read Kamkwamba, Chapters One through Six. |
| R Mar. 20| - No Class – Spring Break. |
                   - *The Gettysburg Address*, handout. |
| R Mar. 27| - Discuss Kamkwamba, Chapters One through Six. |
| T Apr. 1 | - Discuss Kamkwamba, Chapters Seven through Ten and end material. Essay Three Due in Class. |
| R Apr. 3 | - Discuss Kamkwamba, Chapters Eleven through Fifteen.  
               - Advising begins. |
| F Apr. 4 | - Informal conversation with William Kamkwamba, 9:30 a.m., Dina’s Place. |
| T Apr. 8 | - *The Bill of Rights*, #27.  
| R Apr. 10| - The Self and the Sacred  
                   - “Religious Diversity,” #42.  
                   - Camus, “The Myth of Sisyphus,” #44. Key Term Presentation |
               - Early registration begins. Key Term Presentation |
| R Apr. 17| - Lewis, from *Mere Christianity*, #40.  
                   - Bonhoeffer, “Who Am I?” handout. Key Term Presentation |
                   - Nouwen, “Adam’s Peace,” website. Key Term Presentation |
| R Apr. 24| - Last day of classes. Course Evaluations.  
| T Apr. 29| - Study day. Essay Four Due in my office (Bancroft 241) by 5:00 p.m. No late papers will be accepted. |
| R May 1  | 11:30 a.m. Final Exam Creative Project Presentations – Mandatory Attendance. |