HONORS CORE 201 H DR. ELIZABETH RICKETTS FALL 2012

Office: Keith 211
Office Hours: MW 11-12, 1-2; F 11-12; and by appointment.
Phone: 357-2513 (office); 357-2284 (History Department)
Email: ricketts@iup.edu I do not live on my email, so don't be surprised if I don't answer an email message in 10 minutes. I generally check my email during my office hours and maybe once otherwise during the day. Try using the phone to get me during office hours—phones do more than text, you know—you can actually talk to people on them. Or get really radical and drop by.

Unit H: Must the need for social order conflict with the need for individual liberty? What, therefore, should we do?

Melba Pattillo Beals, *Warriors Don't Cry* (available at the Co-op Store)

Michael Trachtman, *The Supremes' Greatest Hits: the 37 Supreme Court Cases that Most Affect Your Daily Life* (available at the Co-op Store)

Daily reading of the *New York Times* (M-F)

I may occasionally pass out additional readings in class or make them available on-line.

Common reading:

Excerpts from Thomas Hobbes, *Leviathan.* (Available on the HC website.)

Evaluation:

Critical Essay (45%), Journals (20%), Participation (15%), Peer Editing (10%), Group Presentation (10%)

1. Critical Essay: 45%. Your final unit essay will be a 5-7 page paper primarily based on selections from our readings, in which you will consider some issue concerning the relationship of the individual to society either now or in the past. Although you may range widely for ideas, an essay of this length will require a narrow focus and carefully crafted argument. **Failure to meet with me during your scheduled conference time and/or failure to submit your paper within one week following our conference will result in a one-letter grade deduction from your final paper grade per infraction.**

Critical Essay Journal: Due on Tuesday 09/18.

This assignment includes a journal in which you explain:
•the question or issue you want to explore in your essay,
•what led you to this question or topic (specific readings or aspects of them, personal

experience, issues in another course, etc.),
•the specific texts you expect to use in exploring answers to your question.

Paper swap is <u>Thursday, 10/4</u>: you must have a full draft in class on that day in order to pass this assignment. Peer edits are due <u>Friday, 10/5</u>: you must have your peer edits completed by this date in order to work within your peer edit group.

Your critical essay (revised based on peer comments) is due MONDAY, OCTOBER 8: AT HIGH NOON. <u>You must place your paper ALONG WITH YOUR PEER EDITS in the box marked HNRC in the bookshelf across from my office, Keith 211. (If there are any problems with the Peer Editing process, please let me know as soon as possible.)</u>

<u>2. Peer editing</u>: 10%. You will edit a total of three papers—two from our unit and one from a freshman unit. The process is by now familiar to you. The ability to provide constructive feedback on another's written argument is an important skill with multiple applications in the workplace. Take this assignment seriously; it's important.

<u>3. Journal and related assignments</u>: 20%.

(A) Four weekly reading journals (3 pages each). The assignment is to cover all readings and relevant elements of classroom discussion since the previous journal. The general theme of these journals should reflect the unit question. I will be looking for evidence of careful reading and expect you to make quality connections with what we have already discussed. Your journals should:
a. Provide a <u>brief</u> overview of the arguments presented by the author. This is not a recounting of the topics, but a recap of the author's major points about the topics. If the author notes conflicting ideas, you should also note those and explain why the author chooses her position.
b. Link the author's arguments with the unit questions. How does the author add to our understanding of the relationship between the individual and society and/or argue for action.
c. Evaluate the arguments presented. Are they convincing? Why or why not. Don't let emotion creep in—focus on evidence, sources, etc.
d. Link the reading to other readings in the unit. Compare and contrast.

NOTE: Argue from evidence. This means I expect you to use specific examples and even short quotes from the texts. You must provide convincing evidence that you have carefully read and thoughtfully considered ALL the assignment. If I can't see evidence of careful work, I will assume you deserve no more than a mediocre grade.

It should go without saying that your assignments must be turned in on time, and that your writing must be clear, concise, and grammatically correct. At this point in your academic career it is simply not acceptable for you to submit work with sloppy thinking or writing or to be so disorganized as to be unable to finish your assignments on time.

Reading journals must be submitted in class each Friday.

These journals will receive a grade of 0-100 in the Moodle gradebook. I will provide brief comments, but am always happy to provide extended feedback during office hours. Late journals will be penalized 50% and will not be accepted after the following class period on Tuesday.

(B) Four *New York Times* journals (1-2 pages each) The assignment is to use an article from any section of the *NYT* to think further about the main unit questions. You should be able to articulate the main issue and argument objectively before you go on to discuss whatever interested you about this piece in relation to this unit. **Be sure to provide a copy of the article with your journal entry. Copies of NYT articles printed from on-line sources are fine.**

NYT journals must be submitted in class each Tuesday.

These journals will receive a grade of 0-100. As with your reading/discussion journals, I will provide brief comments, but am always happy to provide extended feedback during office hours. Late journals will be penalized 50% and will not be accepted after class on Thursday of the week due.

4. Class participation: 15%.

This part of your grade will include 2 elements:

(a) **Leading class discussion**: (5%) Groups of 2-4 people will lead class discussion of specific readings for at least the first 30 minutes of class ONCE during the unit. Your role is to help all of us to perform good critical thinking AND connected knowing. This may include any or all of the following:

- drawing our attention to key passages, especially ones that bear on our unit questions;
- soliciting people's ideas about puzzling or difficult sections;
- inviting discussion by providing provocative opinions or noting contradictory elements in the text;
- providing discussion questions or exercises to start discussion;
- providing additional information about recent court decisions to aid further thought and discussion.

Please provide a **handout** with these ideas, questions, exercises or information to help the class on essays and the consensus project later. On the day you lead discussion, each group member must also turn in to me a (no more than one page) **summary** of how your group prepared for this assignment and an evaluation of your contribution and the contribution of other group members. This assignment will count for 1/3 of your participation grade. You may give the class specific assignments in advance of the discussion. This should be done at the class meeting prior to your leading discussion.

(b) **Class participation:** (10%) You are all aware of how important everyone's contribution is to a learning community, so **everyone** is expected to speak in class with some regularity. Any question you ask or statement or connection you make which encourages our thoughtful and respectful engagement with the topic is considered participation. You aren't expected to be brilliant, nor encouraged to be glib, but you are expected to be sincerely engaged. Needless to say, you're also expected to **listen** carefully and courteously to each other (which also means being awake in class!). **I expect each of you to come to class with at least one WRITTEN question or issue worthy of discussion. I will collect these at the beginning of class and turn**

to them if conversation lags. I will use these to help assess your preparation and may also give occasional reading quizzes for the same purpose.

5. Group Presentation: 10%. **Please see your common syllabus for details**

6. Fine Arts: You must attend a minimum of four cultural events and report your attendance with a 1-2 page typed reflection of your analysis and response. You must select approved events in such a way that you attend one music, one theater/dance, one visual art, and one scholarly lecture or professional creative reading. Your critiques should be turned in to me within one week of the event, and must all be in by December 1 (unless you let me know in advance of an event you want to attend following that date). Each missing critique will lower your Unit H grade by 2.5%. See your common syllabus for complete details.

Please note that the schedule may change as we go. For good time management, please look ahead in the schedule for longer reading assignments and work ahead.

Class Schedule

Week 1: August 27-31

T 08/28 Unit H lecture in Great Hall

R 08/30 #1 Unit introduction; discuss course syllabus and common reading.

F 08/31 #2 A Government of Laws, Not Men
Reading: Trachtman, Introduction

Week 2: September 3-7

T 09/04 #3 How the Supreme Court Became Supreme
Reading: Trachtman, Chapter 1
***NYT* JOURNAL #1 DUE**

R 09/06 #4 One Nation Under God: Matters of Religion and State
Reading: Trachtman, Chapter 2

F 09/07 #5 Innocent Until Proven Guilty: The Rights of the Accused
Reading: Trachtman, Chapter 3
READING JOURNAL #1 DUE

Week 3: September 10-14

T 09/11 #6 The Melting Pot: Race, Discrimination and Diversity
Reading: Trachtman, Chapter 4
***NYT* JOURNAL #2 DUE**

R 09/13 #7 Little Rock: A Case Study in Race and Society
Reading: Melba Pattillo Beals, through Chapter 15

F 09/14 #8 Little Rock: A Case Study in Race and Society
Reading: Melba Pattillo Beals, to end of book
READING JOURNAL #2 DUE

Week 4: September 17-21

T 09/18 #9 Playing Politics
Reading: Trachtman, Chapter 5
CRITICAL ESSAY JOURNAL DUE: on your tentative idea for a thesis paper—see instructions on page 2 above under Thesis Paper Journal.
***NYT* JOURNAL #3 DUE**

R 09/20 #10 The Right of Privacy: From Before the Cradle to the Grave
Reading: Trachtman, Chapter 6

F 09/21 #11 "Big Government" in Your Business and in Your Backyard
Reading: Trachtman, Chapter 7
READING JOURNAL #3 DUE

Week 5: September 24-28

T 09/25 #12 Limiting the Imperial Presidency
Reading: Trachtman, Chapter 8
***NYT* JOURNAL #4 DUE**

R 09/27 #13 How Free is Free Speech
Reading: Trachtman, Chapter 9

F 09/28 #14 Old Laws and New Technologies
Readings: Trachtman, Chapters 10-11
READING JOURNAL #4 DUE

Week 6: October 1-5

T 10/02 #15 **Paper Swap: you must bring a full draft and copies of your critical essay for your group.** Class time to work on group presentation.

R 10/04 #16 Class time for group presentation work.

F 10/05 #17 **Peer Edits Due.** Group presentation work.

Week 7: October 8-12

MONDAY, OCTOBER 8: revised papers due in my office in Keith Hall by NOON. You must place your paper ALONG WITH YOUR PEER EDITS in the box marked HNRC in the bookshelf across from my office, Keith 211. (If there are any problems with the Peer Editing process, please let me know as soon as possible.)

T 10/09 Individual Paper Conferences Begin/Group Presentation Meetings
The final draft of your essay is due one week after your conference.
Group project brochure due in HC Office by noon for copying.

R 10/11 "Best of Unit H" Presentations in Great Hall

F 10/12 "Best of Unit H" Presentations in Great Hall

Handing in your critical essay:

Please turn in the following 3 things together. This is very important.
1. The final draft of your paper.
2. The draft that you received back from me at our conference.
3. One page with a brief explanation of who did what in your small working group for our unit group project AND a rating of everyone, including yourself, in your small work group. Rate everyone from 1(low) to 10(high) with a brief explanation of your rating.