

INT 101.016
Southern Discomfort:
Understanding Self and Other
Mercer University
Fall 2013

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Office Hours: MW 1:30-3:00; F
9:00-10:30

TR 1:40-3:20 Groover 112

Preceptor: David Michaeli

“Tell the truth; Vary the format; Get up and dance.”

Prerequisites:

A demonstrated ability, at a level commensurate with current college standing, to read and understand texts, to analyze and interpret abstract concepts, and to communicate orally and in writing.

Course Description:

Through a shared first-year experience, we will examine representations of and reflections on the self to develop as individuals in relationship to others. Subject matter will confront students' conceptions of selfhood, their relationships with others, the moral and ethical values that guide them, and the influences that shape the formation of identities. We will read, discuss, and respond in writing to a variety of texts from the four knowledge domains: the humanities, the arts, the social and behavioral sciences, and the natural and physical sciences. The central theme for INT 101 is “Self and Others”: focusing in particular on the nature of the self and its relationship with others, we will examine how the apparent “wholeness” of identity is constructed from diverse elements and experiences. We will begin by discussing how a place – in this case, the American South – shapes identity, and then expand our discussion to examine two case studies – the Scopes Trial of 1927 and the Tuskegee Syphilis Experiment, 1932-1972 – to see the ways in which that constructed self is challenged in the face of community crises. Throughout these explorations we will work to integrate data, approaches, and perspectives of the four domains with critical thinking and a conscious, focused attention to writing. Course content and assignments will be reflective of how the self and its relation to others has been imagined and defined by writers, thinkers, artists, and scholars representing the four domains of knowledge (the arts, humanities, natural science, and social science). As a Writing Instruction course, substantial attention, both in instruction and course work, will be given towards developing the practical skill of writing. We will fashion through multiple genres of writing an expression of the self in relation to others.

Required Texts:

Moran, *The Scopes Trial*

Larson, *Summer for the Gods*

Reverby, *Examining Tuskegee*

Losh, *Understanding Rhetoric*

Writing Handbook: Little, Brown, Essential Handbook

You are also required to read additional handouts and e-resources as indicated in the syllabus.

NB. You are to complete the reading for the day on which it was assigned.

Course Objectives:

To succeed in this course you must develop and demonstrate the ability to read, to write, and to discuss texts and ideas at a college level. You must participate actively in class discussions, writing workshops, and writing activities, in and out of class. INT 101 is the first of three Writing Instruction courses required for graduation. Upon successful completion of the course, you will be able to:

- 1) Understand the diverse, evolving aspects of self. Develop an appreciation of neighbor and a concern for community. Appreciate the value of life-long education in self-discovery and the appreciation of others.
- 2) Be able to summarize, analyze, and synthesize information and ideas. Critically evaluate and employ relevant, appropriate primary and secondary sources and information using appropriate documentation style and be aware of the importance of using other documentation systems as appropriate to genre and discipline.
- 3) Understand audience and begin to write complete texts appropriate for a range of purposes. Demonstrate an understanding of the importance of focus, organization, and logical development in written work.
- 4) Recognize the act of writing as a recursive, reflective process of substantive revision.
- 5) Employ formal and informal writing strategies as a means of both understanding and communicating information, ideas, and arguments.
- 6) Progress from simple dichotomous thinking and the reiteration of the unexamined, received opinion to more complex analysis that carefully brings together evidence, values, and logic.

Requirements:**Informal Writing (10%)**

You will have opportunities for informal writing on nearly a daily basis, both in and out of class time. "Informal" writing gives you the opportunity to understand and learn course material and to practice writing and critical thinking skills. Much of this writing will not receive a grade, although I will give feedback. Informal writing assignments include response papers, focused free-writing, sentence/passage springboard, student-formulated questions, and annotations. I will explain these forms of writing and assign them when appropriate throughout the semester.

Workshops and Conferences (10%)

Each of you will meet with me individually to discuss your writing, and to determine ways to improve it so you can write at a college level. I will give you the opportunity to select from a range of meeting times; it is your responsibility to come to the conferences prepared and on time, and to participate fully in discussing and working on your writing proficiency.

You will also receive a grade on your participation in writing workshops: you will be working as each other's editors and should be prepared to devote the same care to helping your fellow classmates as you do to preparing your own writing. I expect all of you to bring a complete, full-faith draft to each workshop. I will grade your draft as well as your work as a peer reviewer.

Discussion (0%)

Class discussion is essential for the success of this seminar and for your comprehension of the material. Although I am not evaluating you on each class discussion, I am paying attention to the general tenor of the class. Here are some guidelines for discussion. Make an effort to engage your classmates in critical dialogue. Pay attention to what your neighbors say, respond with appropriate criticism, and be willing to receive the same type of criticism. A comment that causes your neighbors to think further about a topic or idea will serve the class well. If the conversation heightens so that everyone becomes engaged in the discussion, then the question posed and the responses given show critical thinking "on the fly" and all will benefit. If I have to ask the questions and lead the entire time, the discussion will suffer. I expect students to be engaged with the material each class period. Doing homework for another class, engaging in text messaging or internet surfing, sleeping, chatting with neighbors, or failing to bring the book to class will result in your being marked absent for the day.

Formal Writing (80%)

Each student will write five formal papers during the course of the semester, representing a variety of forms (personal narrative, literary analysis, response and analysis of quantitative data, analysis of primary and secondary sources, and an annotated bibliography.) I will hand out specific directions for each assignment. "Formal" implies writing that has gone through an extensive process of revision to achieve accuracy and clarity. I will evaluate these papers as a demonstration of your understanding and communication of the material and your handling of appropriate writing conventions. For three of these papers you will participate in a writing process including pre-writing and peer review workshops. All written work must be typed, double-spaced, using 1-inch margins, and 12 pt. NewTimes Roman font. Papers are due at the specified time and date on the course schedule. **You will submit all essays to me via attachment to e-mail.** Please save the file with your student ID in the file name. Use your student ID to identify yourself in the initial heading and **do not include** your name anywhere in the essay. More than five (5) days late results in a 0, no exceptions. Your essays will be evaluated on the basis of content, organization, style, and mechanics. The rubric for each assignment shows how those 100 points will be divided.

Though there is a subjective element in grading essays versus grading a multiple choice test, there are standard conventions to follow. Complete sentences are a must. If sentences are not complete, the fragments and comma splices will be highlighted in **RED**. Punctuation and clarity matter. If you see **YELLOW**, then there is a problem with one of the stated issues or an organizational issue causes the essay to be unclear. The other two colors I use (**GREEN** and **PURPLE**) signify that I like the way you articulated the point or I have a question but there is nothing grammatically wrong with the sentence(s). If you think the content is the most important point, then we need to talk. If the reader has to fix the errors, then the point is lost. Great "content" will never overcome poor grammar skills. Sometimes I can be forgiving if the mistakes do not distract from the overall point of the essay; however, if I am having to stop often to fix mistakes the essay has problems that no content argument can overcome. As for the subjective nature of grading essays, please read and then re-read the section below "What will I have to do to make a good grade?"

Students bear sole responsibility for ensuring that papers or assignments submitted electronically to a professor are received in a timely manner and in the electronic format(s) specified by the professor. Students are therefore obliged to have their e-mail client issue a receipt verifying that the document has been received. Students are also strongly advised to retain a copy of the dated submission on a separate disk. Faculty members are encouraged, but not required, to acknowledge receipt of the assignment.

STATEMENT ON ASSESSMENT:

The College of Liberal Arts is keenly interested in assuring the quality and integrity of its General Education Program. Every semester, randomly-selected students from each General Education course will be required to submit samples of their work to an independent and objective assessment by faculty. No personally identifiable information about any student will be used for the purposes of this assessment, and assessment results will have no bearing whatsoever on student grades.

Due Dates for Formal Writing Assignments:

15% "Cave" Essay

Final Draft – Tuesday, 6 Sep

15% Essay 2–Working with Documents

Rough Draft–Tuesday, Oct. 9

Final Draft–Tuesday, Oct. 15

15% Essay 3 –Comparative Essay

Rough Draft–Tuesday, Oct 29

Final Draft–Tuesday, Nov 5

15% Analysis of Quantitative Data
Rough Draft–Thursday, Nov 21
Final Draft–TBA

20% Annotated Bibliography
Final Draft – Due on the day the final for this course is assigned

Scale: 100-90 **A**; 89-88 **B+**; 86-80 **B**; 79-78 **C+**; 76-70 **C**; 69-60 **D**; 59 and below **F**

**I do not give extra credit and given the generosity of the scale I do not round up.
Failing grades on the four assigned essays will result in an F for the course in spite of all other work.**

What will I have to do to get a good grade? (Altered from Colin Harris, Professor, CCPS, Mercer)
Mercer’s grading system is set up to reflect certain levels of involvement and performance. The C and C+ range of grades reflects the performance one would expect of someone in college. It means the course requirements have been met in a satisfactory way. The B and B+ grades recognize an above average level of involvement and performance in the course. This means that the student has more than met the minimum standards for the course and has shown some initiative in taking charge of her or his learning own learning experience. The A grade represents a level of seriousness and excellence in involvement and performance that is the best students can produce.

In a course such as this one, it is more difficult to measure the quality of performance than it would be in a more concrete subject area. What I can do is tell you some things I have noticed about students whose work in this course has been above average and superior. I hope these observations will be helpful to you in thinking about your own involvement.

1. Above average and excellent students attend and participate alertly in class sessions. An occasional absence is necessary; however, there is a clear difference between necessary and causal absence. Alert participation means serious involvement in our study, not necessarily just talking in class. The fact that some persons are less vocal than other does not mean that their participation is less. It may be more. Students who participate in group learning and are concerned not only for their own learning process but also for what they can contribute to their fellow learners seem to be those who do the best work. I would like for you to call or email me before an absence, if you can, or as soon as possible afterward so that we can stay caught up with the work we are doing together. On a rather sour note, more than two absences could be cause for failure in this class.
2. Above average and excellent students tend to spend six to eight hours outside of class preparing for and reflecting upon each class section. Many, of course, “get by” with less; but that is often the difference between adequate and excellent.
3. These students tend to be “active” rather than “passive” learners. This means that they engage the subject matter as partners in dialogue rather than merely as receptacles of information. The active learner asks questions of the subject and takes initiative in pursuing related lines of inquiry.
4. Above average and excellent students seem to be persons who are willing to change and grow in their understanding. They have what might be called “critical flexibility,” which means that they do not remain rigidly fixed to particular patterns of thinking, nor do they change just because they encounter something new. Rather, they constantly test their thinking according to the truth they discover. They are more concerned to grow in understanding than they are to prove certain ideas right or wrong.

Cell Phone and Pager Usage

Out of courtesy for all those participating in the learning experience, all cell phones and pagers must be turned **off** before entering any classroom, lab, or formal academic or performance event. If this becomes a problem, the teacher reserves the right to remove the phone and/or the student from the class. Reading text messages in class will result in a zero on the highest weekly grade for each incidence.

Students with Disabilities:

“Students requiring accommodations for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the ACCESS and Accommodation Office to document your disability, determine eligibility for accommodations under the ADA/Section 504 and to request a Faculty Accommodation Form. Disability accommodations or status will not be indicated on academic transcripts. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the ACCESS Coordinator. A new form must be requested each semester. Students with a history of a disability, perceived as having a disability or with a current disability who do not wish to use academic accommodations are also strongly encouraged to register with the ACCESS and Accommodation Office and request a Faculty Accommodation Form each semester. For further information, please contact Carole Burrowbridge, Director and ADA/504 Coordinator, at 301-2778 or visit the ACCESS and Accommodation Office website at <http://www.mercer.edu/disabilityservices>” * (07/13)

Honor Code:

All of the members of this class will conduct themselves according to the guidelines of the Mercer Honor System as outlined in the *Lair*. Specifically within the context of essays, the thoughts and/or words of other people must be fully acknowledged with appropriate notes. Plagiarism, even inadvertent plagiarism, is a serious offense. If you any questions about proper citation of sources, talk to the instructor before submitting a paper. Your own work for another course may not be submitted for a grade in this course.

Course Calendar: The dates for all assignments follow. Remember, the syllabus provides a general plan for the course; deviations may be necessary.

Week 1

- 20 Aug Introduction to Course/Review Syllabus
Introduction to College Writing
- 22 Aug Readings: “Allegory of the Cave”
<http://www.historyguide.org/intellect/allegory.html>
Understanding Rhetoric, “Introduction” & Issue 1
Elaboration of Assignments
Introduction to Documentation

Week 2

- 27 Aug Readings: Frederick Douglass, “What to the Slave is the 4th of July”
http://www.masshumanities.org/files/programs/douglass/speech_complete.pdf
Understanding Rhetoric, Issue 2
- 29 Aug Readings: Lillian Smith, “Custom and Conscience”
http://books.google.com/books/id=fvab8gnFH_kC&pg=PA41&source=gbs_toc_r&cad=4#v=onepage&q&f=false
(If the link doesn’t work, go to Google Books, type in “Lillian Smith Custom and Conscience.” You will pull up Smith’s book *Killers of the Dream*. “Custom and Conscience” is chapter 2.)
Genesis 1 - 2

Week 3

The Scopes Trial

- 3 Sep **“Cave” Essay Due**
- 5 Sep Readings: *Scopes Trial*, “Introduction”
Understanding Rhetoric, Issue 3

Week 4

- 10 Sep Readings: *Scopes Trial*, pp. 74-106 (selected documents)
Library Instruction
- 12 Sep Readings: *Scopes Trial*, pp. 107-170 (selected documents)

Week 5

- 17 Sep Readings: *Scopes Trial*, p. 171-188 (selected documents)
Writing Workshop: Review Essay 1
Review Essay 2 Instructions
- 19 Sep Readings: *Summer for the Gods*, “Introduction” & Ch. 1

Week 6

24 Sep Readings: *Summer*, Ch. 2 & 3

26 Sep Readings: *Summer*, Ch. 4 & 5

Week 7

Oct 1 Readings: *Summer*, Ch. 6 & 7

Thesis Workshop—Bring 3 typed copies of thesis to class

Oct 3 **Fall Break – No Class**

Week 8

Oct 8 **Peer Review Workshop—Bring 3 hard copies of rough draft to class**

Oct 10 Readings: *Summer*, Ch. 8 & 9

Week 9

15 Oct **Final Draft Essay 2 due**
Music of the Trial

17 Oct Readings: Readings: *Summer*, Ch. 10

Week 10

22 Oct Screening: *Inherit the Wind*
Writing Workshop – Review Essay Assignment #3

24 Oct *Inherit the Wind* Discussion

Week 11 THE TUSKEGEE EXPERIMENT, 1932-1972

29 Oct Readings: *Examining Tuskegee*, Introduction, Ch 1-2
Peer Review Workshop – Rough Draft Due in Class

31 Oct **No Class**

Week 12

5 Nov Readings: *Examining Tuskegee*, Ch 3-5
Miss Evers' Boys

7 Nov Readings: *Examining Tuskegee*, Ch 6-8
Miss Evers' Boys

Week 13

12 Nov Readings: *Examining Tuskegee*, Ch 9-10
Writing Workshop – Review Essay #4 Guidelines

14 Nov Readings: *Examining Tuskegee*, Ch 11-Epilogue

Week 14

Nov. 19 **Peer Review Workshop – Rough Draft of Analysis of Quantitative Data Due**

Nov. 21 Readings: **CDC Website**
<http://cdc.gov/tuskegee/>

Week 15

Nov 26 **Final Draft of Essay #4 Due**

29 Nov **Thanksgiving Break**

Week 16

Dec 3 Readings: President Clinton's Apology
<http://www.cdc.gov/tuskegee/clintonp.htm>

Dec 5 Readings:: The Nuremberg Code on Human Experimentation and the World
Medical Association Helsinki Declaration
<http://ohsr.od.nih.gov/guidelines/nuremberg.html>
<http://ohsr.od.nih.gov/guidelines/helsinki.html>

Week 17

Dec 13 **Annotated Bibliography Due at 10:00 pm**